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ABSTRACT

The curriculum guide is an effort to help teachers plan and implement a course in human services. The program is designed for students in grades 11 and 12 who terminate their education after completion of high school. The course prepares students for entry level skills as child care aides, geriatrics aides, or convalescent aides. The sections are organized as follows: overall topics, emphases, specific objectives, learning experiences, evaluation techniques, and resource materials. There are several suggested learning experiences under each general objective. (KB)

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OCCUPATIONAL HOME ECONOMICS CURRICULUM GUIDE IN

HUMAN SERVICES

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NATIONAL INSTITUTE OF EDUCATION

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CONNECTICUT STATE DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION
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FOREWARD

In past generations, the aged, infirm, and helpless have traditionally been cared for by family members. As the activities and structure of the family are changing, these responsibilities are being increasingly assumed by other members and institutions of society.

Some of the skills for child care, convalescent care and geriatric care can be learned in the secondary schools. The qualities of concern and compassion for the defenseless are extremely difficult to communicate. However, these too can be acquired.

This curriculum guide is one resource that a home economics teacher may use to implement a program in human services. Funds for publication were made available by the State Department of Education under Part F of Public Law 90 - 576.

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PHILOSOPHY AND USE OF THE GUIDE

This curriculum is an effort to help teachers plan and implement a course in human services.

Such a program is designed for boys and girls in grades 11 and 12 who do not plan to continue their formal education after high school.

The teacher is not expected to use all the suggestions incorporated in the guide but to select some and improvise others that will prepare students for entry level skills as child care aides, geriatics aides or convalescent aides. The sections are organized as follows: overall topics, emphases, specific objectives, learning experiences, evaluation techniques, and resource materials.

There are several suggested learning experiences under each general objective. Those that a teacher selects will depend on the student's interests and abilities, the resources available and the community's needs. As employment opportunities change, the teacher will adapt the program to meet the requirements of the community.

Planning Learning Experiences

In planning the learning experiences for this curriculum guide, job analyses were used as a yardstick to keep the suggested learning experiences related to the work situation for which the students are being trained. A variety of learning experiences have been suggested in order to:

1. Offer enrichment
2. Encourage insightful and attitudinal inquiry-examination.
3. Teach skills
4. Provide opportunities to apply these acquired understandings and abilities.

Evaluation

Some subjective evaluations are:

1. Pretests
2. Self-evaluation devices
3. Identification tests, check lists, score cards
4. Reports: oral and written
5. Charts, bulletin boards, posters, collages, mobiles

Evaluation cont.

6. Evaluation of case studies; simulation exercises
7. Performance tests and demonstrations of skills
8. Assessment of other students' performance
9. Collection of samples
10. Scrapbook and handbook of year's activities
11. Post tests

Some objective evaluations are ;

1. True - False : Giving the reasons or correcting the false statement.
2. Multiple choice
3. Matching
4. Completion

Some deductive evaluations are:

1. Observations

Deductive evaluations cont.

2. Listing of guidelines
3. Comparing and contrasting
4. Tracing the development
5. Determing cause, effect and possible solutions

Sometimes learning experiences fall more appropriately into evaluation and vice versa.

In a learning situation, three elements that work together to bring about desired behavior changes are the students, the teacher, and the learning environment. The process of education should help each student achieve the planned objectives.

Since occupational home economics is offered to all students, a progressive curriculum is necessary in order to meet the differences in needs, interests, and abilities of these students. Individualized planning and instruction may be necessary to provide for differences in the backgrounds and expectations of the students.

A related work experience is essential to the program. This may involve varying degrees of

observation and participation. Some home economics programs may establish an early childhood laboratory at the high school. Others may place the students in existing child care centers. Is is desirable to cycle the students through several types of job training situations in order to give a breadth to their career orientation. This may take place during or outside of school hours, but should not be confused with a job for which the young person receives a salary.

A reasonable assurance of placement of the graduates is necessary for the success of an occupational program. The following procedure should be considered.

1. Survey the local job market
2. Determine the students interest and abilities
3. Establish an advisory committee to:
    a. Help plan the curriculum
    b. Provide a source of speakers and field trips
    c. Offer facilities for on-the-job training
    d. Aid in placement of graduates

The Dictionary of Occupational Titles contains a number of descriptions of jobs related to the care of children, convalescents, and the elderly. Examples of some of these are:

Child Day Care Center Worker
Nursery School Attendant
Playroom Attendant

Description of Occupation

Organizes and leads activities of pre-kindergarten children in nursery school or in playrooms operated for patrons of theaters, department stores, hotels and similar organizations:

Helps children remove outer-garments

Organizes and participates in games

Reads to children

Teaches them simple painting, drawing, handwork

Teaches them songs and similar activities

Directs children in eating, resting and toileting

Helps children develop habits of caring for own clothing and picking up and putting away toys and books

Maintains discipline

Description of Occupation cont.

May serve meals and refreshments to children

Regulates rest periods

May assist in such tasks as preparing food and cleaning quarters

Child Care Attendant (School)

Description of the Occupation

Attends to personal needs of handicapped children while in school to receive specialized academic and physical training. Wheels handicapped children to classes, lunchroom and treatment rooms. Prepares children for physical therapy treatment; secures them in equipment, lowers them into baths or pools, etc.

Helps children to walk, board buses, put on braces, eat, dress and perform other physical activities as their needs require.

Nurseman, Child Monitor
Infants/Children's Nurse
Baby Sitter

Description of Occupation cont.

Performs any combination of the following duties to attend children in private homes:

Observes and monitors play activities or amuses children by reading to them or playing games with them.

Prepares and serves meals and formulas.

Sterilizes bottles and other equipment used for feeding infacts.

Dresses or assists children to dress and with bath

Accompanies children on walks and other outings

Washes and irons clothing

Keeps childrens' quarters clean and tidy

When employed on a daily or hourly basis may be designated as babysitter

Case Aide

Description of Occupation

Works on simpler aspects of case or provides service to less complex cases under close and regular supervision of caseworker.

Children's Matron

Description of Occupation

Escorts child patrons of theater to section reserved for exclusive use of children. Keeps children orderly and quiet.

Attempts to remember when each child entered theater and reminds him to go home after witnessing one complete performance.

Home Attendant
Home Health Aide

Description of Occupation

Cares for elderly, convalescent or handicapped persons in patient's home, performing any combination of the following tasks:

Changes bed linens

Washes and irons patient's laundry

Cleans patient's quarters

Description of Occupation cont.

Purchases, prepares and serves food for patient and other members of family.

Follow special prescribed diets

Assist patients into and out of bed, automobile, or wheelchair, to lavatory, up and down stairs.

* Massages patient and applies non-medical preparations and treatments such as liniment or alcohol rubs and heat lamp stimulations.

Accompanies ambulatory patients outside home, serving as guide, companion, and aide.

Entertains patients, reads aloud and plays cards or other games with patient.

Performs variety of miscellaneous duties as required such as obtaining household supplies and running errands.

Attendant Physical Therapy
Physical Therapy Aide

Description of Occupation

Prepares patients for treatment by physical therapist

* Delete in the State of Connecticut. - Add to job description: Assist in the care of home bound patient under the care of the nursing supervision.

Description of Occupation cont.

Assists patients in dressing, undressing and moving about

Sets up and assembles equipment

Places patient in position for treatment

Times length of treatment

Changes linen on beds and treatment table and cleans work area

May assist in fitting patients with casts, braces and hand splints

Nursing Assistant, Nurse Aid

Description of Occupation

Assists in care of hospital patients, under direction of nursing and medical staff.

Answers signal lights and bells to determine patients needs.

Bathes, dresses and undresses patients.

Serves and collects food trays and feeds patients requiring help.

Transports patients to treatment units, using wheel chair and wheeled carriage or assists them to walk.

Description of Occupation cont.

Drapes patient for examinations and treatments, and remains with patient, performing such duties as holding instruments and adjusting lights.

Dust and cleans patients room

Changes bed linens

Runs errands

Directs visitors

Answers telephone

Takes and records temperatures, pulse and respiration rates, and food and liquid intake and output as directed.

May apply compresses and hot water bottles

May clean, sterilize, store, prepare and issue dressing packs, treatment trays

Nurse Aide, Nursery

Description of Occupation

Bathe, weigh, dress and feed newborn babies.

Companion

Description of Occupation

Cares for elderly, handicapped or convalescent people, acting as aide or friend on same or acceptable social level.

Attends to employer's personal needs (personal maid, valet) and transacts social and business affairs (social secretary, clerical).

Keeps employer amused by reading, playing cards and other games. Accompanies employer on trips and outings. May prepare and serve meals to employer.

GENERAL OBJECTIVES OF OCCUPATIONAL HUMAN SERVICES PROGRAM

Program Objectives

1. To motivate and provide greater incentive for students to remain in school and acquire training that will benefit both the student and society.

2. To orient students to the home economics related occupations and explore employment opportunities open to them after completing occupational home economics course in high school.

3. To help students acquire skills and knowledge for a cluster of occupations which have sufficient commonalities to provide the student with a choice of jobs or the ability to transfer.

4. To help students develop behavior patterns and attitudes which contribute to sucess in the world of work.

5. To help prepare students with special needs to learn a saleable skill.

6. To indicate to students the steps of the career ladder and the procedures for advancement.

OVERALL OBJECTIVES
CHILD CARE UNIT

THE STUDENT WILL BE ABLE TO:

1. Recognize the career opportunities available in caring for or assisting in the care of young children.

2. Recognize the value of training and experience in working with young children.

3. Recognize the influence of environment and heredity on a child's growth.

4. Recognize both similarities and individual differences in children.

5. Recognize ways to contribute to the social, emotional, physical, and intellectual development of infants and children.

6. Demonstrate ability in working with infants and children in group situations.

7. Complete training and experience necessary for entry level employment in the area of child care.

TOPIC A BABY'S FIRST YEAR

Emphasis 1. Basic Needs

Emphasis 2. Infant Forms of Communication

Emphasis 3. Principles of Development

Emphasis 4. Clothing for Infants

Emphasis 5. Feeding Infants

Emphasis 6. Sleep and Rest Periods for Infants

Emphasis 7. Reasons for Discomfort

Emphasis 8. Infants Toys and Play

Emphasis 9. Bathing Infants

Emphasis 1. BASIC NEEDS

OBJECTIVES:

Describes the growth pattern of the child from birth to one year.
Lists ways of assisting infants to satisfy their need.
Recognizes the importance of meeting the basic needs of infants.

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
Basic needs of infant from birth to one year: For love For security For food For rest For health and safety For intellectual stimulation For excerise	Use references to identify needs of infants. Group discussion on comparison of young children and young animals. Invite a pediatrician to speak on immunization and periodic medical checkups. Using references, make a chart depicting growth patterns of infants from birth to one year. Read studies of infants in deprived situations.	List the physical and psychological needs of infants. List some major differencess in institutional care of children compared with home care. Organize a daily, weekly and monthly schedule for parent substitute. Debate the topic: "Heredity is More Important than Environment" Give oral report and lead a group discussion on infant care in communist China or some other culture.	Hurlock, Child Growth and Development Landis, Personality Development Smart, Living and Learning with Children Periodicals: Day Care Dialogue Early Childhood Education Learning Parents 2 - 6 Young Children Appendix: Bill of Rights for infants

Emphasis 2. INFANT FORMS OF COMMUNICATION

OBJECTIVES: Recognizes ways in which infant communicates.
Names the basic rules of infant care.

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
Reasons why babies cry: Physical needs Social needs Emotional needs Competencies required to work with infants: Speech Action Ways of developing the necessary competencies in adults working with infants. Ways to stimulate speech development in infants.	An 8 - week old baby is crying. List ways to alleviate the distress. Observe a mother's verbal and non-verbal communication. Discuss the baby's basic needs and the competencies required by the aide for each need. Study language development and trace continuity in language development of an infant.	Make a poster or collage of potential dangers to infants. Fishbowl discussion: "Infant protection is the responsibility of the state" Lead a discussion on the statement: "To the extent that an individual's developmental needs are met consistently and in an atmosphere of emotional warmth and love, he develops a basic trust in himself and in the world around him". Make a poster depicting a baby's basic needs and ways in which adults are meeting them.	Cohen, Observing and Recording the Behavior of Young Children Gessell, The First Year of Life Transparencies: 3 M Company Resource Persons: Mother and infant

OBJECTIVES:

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
	Using role playing, demonstrate different communication skills that can be effectively used with infants: singing, talking, touching, gesturing.	Using a picture or a transparency, describe what the child is thinking or feeling.	

Emphasis 3. PRINCIPLES OF DEVELOPMENT

OBJECTIVES: List the principles of physical development.
Recognizes height and weight differences among infants.
Demonstrate procedures in weighing and measuring infants.

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
Principles of physical development. Height Weight Needs as basis for assisting infants. Growth and development of infants occurs in a sequence common to all children but in a pattern rate which is unique to each child.	From readings, chart growth progression. Discuss the principles of development. Weigh small and large dolls. Using an infant scale measure the weight of the dolls to the nearest fraction of an ounce. Record heights and weights of 10 one year olds. View film on infants. Give examples of how children have individual differences in rate of development, and how one might use this knowledge in care of infants.	List the laws of growth. List the principles of development discussed in class. What is the average height and weight of a one year old? Discuss and give examples: "Development progresses continuously but at different rates".	Better Homes and Garden, Baby Book Breckenridge, Growth and Development of the Young Child Brisbane, The Developing Child Cohen, Observing and Recording the Behavior of Young Children Flanagan, The First Nine Months of Life Gardener, Development in Early Childhood, The Pre-School Years Gessell, The First Year of Life

OBJECTIVES: Traces typical patterns of social and emotional growth and development in infants from birth to one year.
Traces typical patterns of intellectual development in infants from birth to one year.

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
Social, emotional, and intellectual characteristics of infants and toddlers from: Birth to 3 months 4 months - 8 months 9 months - 12 months Relationship of physical and motor growth.	Divide class into two groups. From a reading assignment, make up situations where infant has a physical or psychological need. Write suggestions to satisfy the infant's need. Ask one student from the other group to suggest ways to help the infant in the given case. Read and disscuss child rearing practices among different cultural and ethnic groups. Discuss the importance of keeping developmental records of infants. Consult references and study the different ways of recording development.	List the motor activities infants can accomplish at different ages. List behaviors related to social development according to age groups. At what age would a child experience the following emotions: Fear, anger, love, loneliness. Show how an infant would express emotions in a given situation. What three emotions can be recognized at: 3 months, 6 months, 1 year? Discuss: "All individuals possess similar feelings but differ in the methods used to express them."	Greenberg, Encyclopedia of Child Care and Guidance Janis, A Two Year Old Goes To Nursery School Spock, A Baby's First Year Woodstock, Life and Ways of a Two Year Old Charts: Conn. State Department of Health: Growth and Development Pattern in First Year. Child Development From Birth Through Sixteen Years.

OBJECTIVES:

CONTENT	LEARNING EXPERIENCE	EVALUATION	RESOURCES
	Give examples to show how physical and motor growth are related. Collect pictures that show different stages of a child's physical growth from birth to age one. Arrange them in sequential order: Birth to 3 months, 4-8 months, 9-12 months. Study differences in emotional behavior. Discuss how babies learn through play activities and imitating adults.	Discuss: Play helps a child move toward his full potential. Discuss the five different senses. Plan activities to show how children can receive messages through one or more of their five senses.	Film: "Looking At Children"

Emphasis 4. CLOTHING FOR INFANTS

OBJECTIVES:
Becomes aware of desirable features in infants clothing.
Becomes aware of safety precautions in dressing and diapering infants.
Demonstrates the procedure in caring for infants clothing.

CONTENT	LEARNING EXPERIENCE	EVALUATION	RESOURCES
Desirable features in infant clothing: Types of clothes Criteria for selecting infants or children's clothing. Safety precautions in dressing a baby. Procedures and techniques which facilitate dressing.	Establish criteria for selection of clothes including fabric, brand names, care, cost, safety, comfort and durability. Invite a resource person from a department store to speak on special features of infants clothing. Group discussion on purchase, use, and care of reusable and disposable diapers.	Make a bulletin board or display of children's clothes Use pattern books, magazines or real samples. Read and report on clothes for handicapped children. Apply common stains and soils to swatches of fabric. Remove. Make a booklet containing information. Students demonstrate diapering and dressing "Baby Jane".	Bare, Self-Help Clothing for Handicapped Children Brisbane, The Developing Child Hurlock, Child Growth and Development Resource Person: Department store buyer of infants' clothing "Baby Jane"

Emphasis 5. FEEDING INFANTS

OBJECTIVES: Lists the nutritional needs of infants.
Knows the procedure for feeding infants.
Becomes aware of the safety precautions in feeding infants.
Demonstrates ability in preparing food for and feeding infants.

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
Nutritional requirements. Feeding techniques. Sanitation in preparing and serving food. Breast feeding versus bottle feeding infants. Introduction of solid food.	Discuss the nutritional needs of infants from birth to 3 months, 4-8 months, 9-12 months. Survey infant care centers in order to determine types of formula being used. Working in small groups, design a short answer test on infant feeding. Using references, find out the relationship of food sanitation to health.	Students demonstrate preparation of formula using a variety of ingredients. Use "Spelling B" techniques to administer test on infant feeding. List sanitary techniques which should be followed in a child care center. Demonstrate sterilization of equipment. Prepare samples of infant foods. Have class taste samples. Plan a week's menu for a one-year old.	Pamphlets: Child Day Care Center Guidelines, Conn. State Department of Health, 1970 McEnery, "Feeding Little Folks" "State and Local Day Care Licensing Requirements." Resource Person: Mother and Infant

OBJECTIVES:

CONTENT	LEARNING EXPERIENCE	EVALUATION	RESOURCES
	Divide class in 3 groups and hold a buzz session on safety precautions and sanitation in: Preparing food for infants Temperature of food Serving food to infants Storing food Observe a mother breast feeding her child. Observe a day care attendant bottle feeding a child. Visit a department store and list the equipment available for infant feeding. Discuss desirability of use. Visit a food store and record costs of infant food. Discuss findings.	List the advantages and disadvantages of breast feeding versus bottle feeding. Select one and defend with information obtained in class.	

OBJECTIVES:

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
	What foods are introduced very early in the infant's life? When and Why?		

Emphasis 6. SLEEP AND REST PERIODS FOR INFANTS

OBJECTIVES: Realizes the importance of adequate rest for infants.
Becomes aware of safety precautions in supervising infants during sleep period.

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
Preparation of environment.	Visit group care facility and note various behavior patterns during rest periods.	List factors to be considered when preparing a room for rest.	Hurlock, Child Growth and Development
Recognition of individual needs.	Role play situations in which problems arose because children did not have supervision while resting.	Panel discussion on ways to recognize fatigue.	Pamphlets: "Child Day Care Center" Guidelines, Conn.
	Using references, read and report on the patterns of sleep and rest in the first year of life.		"Guide to Mother and Baby Care" American Red Cross

Emphasis 7. REASONS FOR DISCOMFORT

OBJECTIVES: Recognizes unusual behavior which may indicate need for health care or medical attention.
Recognizes symptoms of illness.

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
Symptoms which require medical attention. Symptoms which require rest and isolation.	Investigate and report on: A) Kinds of immunizations required of children admitted to Child Day Care Centers. B) Conn. State Department of Health record form for children's day care centers. Invite a pediatrician to speak on diseases in early childhood. Invite a panel of mothers to talk on situations when a child needs extra attention. Collect and display pamphlets and articles of childhood diseases.	Make a chart of ways to recognize early symptoms of childhood diseases. Write and produce a playlet on children showing various types of normal discomforts.	Pamphlet: "Infant Care" Resource Persons: Pediatrician Mothers of infants

Emphasis 8. INFANTS TOYS AND PLAY

OBJECTIVES: Becomes aware of required safety features in infants' toys.
Evaluates suitability of toys for infants.
Recognizes play activities typical of infants.
Describes the role of infants development.

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
Suitable toys for infants.	Using store catalogs, select toys for infants.	Develop a check list of desirable features for toys.	Gordon, Baby Learning Through Baby Play
Contribution of toys to the social, emotional, physical and intellectual growth.	Make a list of safety factors to be considered.	Using this list, evaluate toy display.	Honing, Infant - Care Giving A Design for Training
	Make a display of toys. Discuss the values of each.	Write an essay: "A child plays according to his development, and a child develops according to his play activities".	Pamphlet: "Child Day Care Center" Guidelines, Conn.
	Classify toys according to their main contribution.		
	Discuss ways to stimulate infants in early play.	Chart play activities of an infant of 3 months, 6 months, 9 months.	

Emphasis 9. BATHING INFANTS

OBJECTIVES: Becomes aware of safety precautions in bathing infants.
Demonstrates procedure for bathing infants.

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
Bathing infants	Read assignments on bathing infants.	Using Baby Jane, demonstrate bathing an infant.	Johnson and Johnson, "Bathing Babies"
	Conduct a round table discussion on findings.	Develop a check list and ask class to grade the demonstration.	Film: "Baths and Babies"
	Compare procedures for preparing an infant for a bath and a two-year old for a bath.		"Baby Jane"

TOPIC B THE CHILD FROM ONE TO THREE

Emphasis 1. Individual Differences

Emphasis 2. Food for Health

Emphasis 3. Care of Teeth

Emphasis 4. Sleep and Rest Periods for Children

Emphasis 5. Toileting

Emphasis 6. Graduating Child to Independence

Emphasis 1. INDIVIDUAL DIFFERENCES

OBJECTIVES: Recogrizes that each child develops at his own rate.
Appreciates the influence of environment on the child's development.
Distinguishes characteristics of different age groups.

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
Individual differences in children Characteristics of the two and three year old.	Visit nursery school and observe children. Note differences within age group; compare characteristics of different age group. List characteristics that are typical of ages 2 and3. View visuals: Participate in a circle discussion and sumarize findings on 2 and 3 year olds. Collect pictures from magazines that show social growth in children from age one to three.	Write a report on observations from visit to nursery school. Write a report on the characteristics of any particular age. Use references and observations to strengthen your report. Put different characteristics in a hat and play "From the top of my head". Talk for one minute on the topic. Write a caption for each picture.	Jenkins, <u>These are your Children</u> Pamphlet: "Your Child From 1 to 6" Films: "Terrible Twos and Trusting Threes" "The Small World of the Nursery School" Filmstrip: "Introducting the Three Year Old"

Emphasis 2. FOOD FOR HEALTH

OBJECTIVES: Appreciates the importance of children's need for simple nutritious foods at different ages.
Describes ways to develop good food habits in children.

CONTENT	LEARNING EXPERIENCE	EVALUATION	RESOURCES
Food Groups	Plan meals and snacks for a preschool age child.	List 5 ways of improving eating habits in children.	Brisbane, The Developing Child
Requirements for different ages.	Group discussion on: An overweight child will probably become an overweight adult.	Debate: Adults use non-nutritious food as a reward or expression of affection.	Read, The Nursery School
Periods of rapid growth.	Prepare foods for a taste panel.	How can adults make meal time a pleasant experience? Cite examples.	Riehl, Family Nursery and Child Care
Principles for planning meals for children.	View films: Discuss factors that affect food habits in general and mention the factors that affect children's food habits.	Write and produce a puppet show on good nutrition.	Pamphlets: "Your Child From One to Six" "Food Before Six"
Factors that affect childrens food habits.	Use food to plan learning activities for children such as: Color Number Shape	Introduce a three y old to a new food. Record reaction.	"Foods Children Need" "Foods for Group of Young Children Cared for During the Day" "Booklet on Nutrition"

OBJECTIVES:

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
	Make a list of popular snacks. Then make a list of nutritious snacks. Compare lists. Read assigned references; discuss the cultural, ethnic and religious variances in food practices and how they effect childrens food habits.		Films: "Childrens Food Habits" "Food as Children See It" "Jenny is a Good Thing"

Emphasis 3. CARE OF TEETH

OBJECTIVES: Recognizes ways to motivate the child to care for teeth.
Assists the child in brushing and caring for teeth.
Applies knowledge of facts related to dental caries.

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
Care of teeth. Procedure for brushing teeth. Care of tooth brush. Food for healty teeth	Discuss care of teeth. Invite dental hygienist to talk on oral hygiene for young child. Role play teaching a child to brush teeth. Discuss foods that help prevent dental caries, build strong teeth and gums. Assist a child in brushing his teeth.	Make a poster depicting the procedure for brushing teeth. Make a list of food which should be avoided for good dental health, and give reasons.	Films: "Teeth" "Teeth Are to Keep" Resource Persons: Dental Hygienist Dental Assistant

Emphasis 4. SLEEP AND REST PERIODS FOR CHILDREN

OBJECTIVES:
Recognizes the importance of periods of rest for children.
Recognizes the signs of fatigue in children.
Describes ways to motivate small children to rest.
Prepares room for children to rest.

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
Importance of routine for childs feeling of security.	Prepare room for children to rest.	List signs of fatigue in children.	Fleming, Home Nursing Handbook
Indications that child needs rest.	Experiment on paper with different arrangements of beds.		Hurlock, Child Growth and Development
Requirements for rest periods.	Observe the procedures a child care teacher follows in preparing children for a rest period.	Write a report on your observations.	Read, The Nursery School Riehl, Nursing and Children
	Make a rest chart.		Pamphlet: "Your Child From 1 to 6"
	Sing songs, tell stories and play games that are conducive to rest.		"State and Local Day Care Licensing Requirements"

Emphasis 5. TOILETING

OBJECTIVES: Becomes aware of toileting procedures.
Recognizes signs of readiness for toileting.
Consciousness of influence of own attitudes and biases concerning toileting.
Describes ways of encouraging independence in toileting.

CONTENT	LEARNING EXPERIENCE	EVALUATION	RESOURCES
Schedules and procedures for carrying out toileting activities. Handling toilet accidents. Personal attitudes about toileting. Helping child gain independence in toilet-ing.	Visit several child care centers. Speak with teachers and aides regarding toileting, supervision, facilities and handling of accidents. Report on comments and findings. Discuss variations of centers and give alternatives. Tape conversations of children in a nursery school bathroom. Discuss problems and possible solutions. Attempt to recall early toileting experiences. Compare with current practices and philosophy observed in child care centers.	Write an essay on the supervision or guidance you would give a child to help him form regular toilet habits.	Baker, Understanding and Guiding your Children Green, A Nursery School Handbook Hurlock, Child Growth and Development Read, The Nursery School Riehl, Family Nursing and Child Care Pamphlet: "Developing Toilet Habits"

Emphasis 6. GRADUATING CHILD TO INDEPENDENCE

OBJECTIVES: Determine ways of assisting children in different activities to grow more independent.

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
Helping children grow independent.	Video tape or photograph children in a variety of actions such as dressing, eating, toileting, playing. View tapes and photographs in class. Identify actions approaching independence.	Make a presentation to a group of parents. Lead a discussion on changes in behavior patterns with age. Make a graph showing self dressing skills and probable age of accomplishment. Develop a chart of sequential steps to self-feeding.	Read, Nursery School Spock, Baby and Child Care

TOPIC C THE CHILD FROM THREE TO SIX

Emphasis 1. Physical Development

Emphasis 2. Social and Emotional Development

Emphasis 3. Intellectual Growth

Emphasis 1. PHYSICAL DEVELOPMENT

OBJECTIVES: Describes individual differences in physical development.
Relates physical growth to readiness for independent activities.

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
Physical development Fine Motor development Gross Motor Development Influence of Heredity and Environment on physical development.	Trace the continuing development of a child from 3 - 6. Discuss the relationship of physical growth to readiness for independent behavior in dressing, eating, etc. Role play ways to help a child grow toward independence. Discuss how individual differences in the physical development of children affect adults expectations of them. Using references, name some factors that influence physical development. View film:	Make a list of independent activities such as fastening clothes. Make a list of activities that help develop fine motor coordination and those that help develop gross motor development. Plan some activities for a 4 year old to help in physical development. Simulate a written report to a parent on a childs physical growth during the school year.	Shuey, Learning About Children Pamphlets: "Your Child From 1 to 6" "How Children Grow and Develop" Films: "Frustrating Fours and Fascinating Fives" "Childrens Play" "Day in the Life of a 5 Year Old." "Introducing the 3 Year Old" Resource Person: Physical Therapist

OBJECTIVES:			
CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
	Compare sex differences in relation to growth patterns and body build. Invite a physical therapist to talk about physical development of the handicapped.	Oral report on "Patterning" Book reports on people in history who have overcome handicaps.	Transparencies: Growth Patterns in Children Development of Young Children

Emphasis 2. SOCIAL - EMOTIONAL DEVELOPMENT

OBJECTIVES: Distinguishes between social and emotional characteristics of children aged three to six.
Describes emotional reactions of children from age three to six.

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
Learning to make decisions. Learning values Social Patterns and Development. Causes of emotions Pleasant Unpleasant Reactions to emotional behavior.	View Film: "Frustrating Fours and Fascinating Fives" List and discuss the adjectives used to describe children at each of these age levels. "Circle Inner Circle"discussion on remembrance of early fears and anxieties; of happiest childhood experiences. Role play ways to help a shy child; an angry child, etc. Observe children in such places as a park, a zoo, a movie. Note dominant personality traits.	Write an analysis on given case study of social or emotional behavior. List ways in which emotional insecurity expresses itself. Note some possible causes of and solutions for the problems. Write and produce a short skit on dealing with a child's emotions. Construct a graph using pictures to illustrate social development of 3 - 6 year olds. Make a list of ways parents and adults can reinforce behavior.	Jenkins, These are Your Children Simon, Values Clarification Periodicals: "Your Child from 1 to 6" Films: "Frustrating Four and Fascinating Fives" "First Friends" "The Development of Feelings in Children" Transparencies: Growth and Development Patterns

OBJECTIVES:

CONTENT	LEARNING EXPERIENCE	EVALUATION	RESOURCES
	View Film: "First Friends". Discuss reactions of actors in film and how social and emotional situations of the preschool child were handled. Discuss social skills that depand on language and those that do not depand solely on language.		

Emphasis 3. INTELLECTUAL GROWTH

OBJECTIVES: Recognizes activities that stimulate children's intellectual growth.
Describes a variety of techniques for advancing language skills.

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
Activities that encourage: Exploring Experimenting Questioning Observing Constructing Refer to Topic D: Creative Activities for Preschool child.	Observe children and record their vocabulary and reading skills at different ages. Tape. Discuss differences. Discuss techniques for advancing language growth in a child aged 3 - 6. Plan activities that stimulate children and organize their experiences in terms of: similarities and differences, time and space, comparative sizes and amounts. Discuss advantages of unstructured materials such as paint, clay, blocks, in relation to intellectual growth.	List ways you would use to promote cognitive power in a child aged 3 - 6. Debate: How would you encourage free verbal communication among children and between children and adults. Write a lesson plan to teach sizes, shapes, and colors. Write a letter to an aunt or uncle explaining your choice of a birthday gift that would encourage intellectual growth. Panel discussion on coloring books.	Getman, Developing Learning Readiness Pamphlets: "Five Year Old and His Thinking" Saunders, "What's Wrong with Coloring Books?" Staff of Developmental Language and Speech Center Resource Place:* Toy Lending library

OBJECTIVES:

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
	Brain storm techniques that invite exploration and independent study. Buzz session on techniques to be used in developing language skills.	Develop an activity for children that would encourage intellectual development. Use with children and evaluate.	

TOPIC D CREATIVE ACTIVITIES FOR THE PRESCHOOL CHILD

Emphasis 1.	Play Equipment
Emphasis 2.	Guidance and Supervision of Block Building Activities
Emphasis 3.	Art Activities
Emphasis 4.	Music Activities
Emphasis 5.	Dramatic Play
Emphasis 6.	Science and Nature Activities
Emphasis 7.	Group Games
Emphasis 8.	Outdoor Play
Emphasis 9.	Storage of Toys and Play Equipment
Emphasis 10.	Children's Literature

Emphasis 1. PLAY EQUIPMENT

OBJECTIVES: Recognizes criteria for selection of creative play equipment for preschool child.
Demonstrate ways to use available materials to provide child with play equipment.

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
Criteria for selecting toys and play equipment. Play activities according to child's growth development. Creating play materials. Suitable equipment and materials for use in Child Care Centers.	Using references, list characteristics that can be used as guides in evaluation of toys and play equipment. Make a list of toys for children ages 3 - 6 under each of the following categories: intellectual development, emotional and social development, physical development. Develop a criteria for selecting toys. Assemble toys for display.	Write an essay on the value of toys. Make a check list for selecting toys. Use the check list to evaluate display toys. Make a chart illustrating safe and hazardous features of play equipment. Give examples in each area. Class or group project: Compile booklet for parents of preschool children containing information on toys. Using information from Dept. of H.E.W. write a report on suitable play equipment for children.	How To Make Mobiles Hupper, Puppet Making Through the Grades Matterson, Play and Things for the School Child Osborn, Creative Activities for Young Pamphlets: "Simple Puppetry" Frank, "Play is Valid" Nuttall, "Creative Activities For Children"

OBJECTIVES:			
CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
	Visit a toy store; examine a variety of toys for preschool age children. Make list of some toys that you consider unsafe for children. Give reasons. Make such toys as a mobile, a puppet or cuddley animal, a surprise alphabet box, a fishing game, a feel-guess game.	List play equipment children can make for themselves. Demonstrate the construction of a toy.	Films: "Planning Creative Play Equipment for Children" Transparencies: "Importance and Selection of Toys" Resource Places: Kit: "A Learning Medium for Preschool Children"

Emphasis 2. GUIDANCE AND SUPERVISION IN BLOCK BUILDING ACTIVITIES

OBJECTIVES: Recognizes criteria for selecting blocks.
Supervises children in block building activities.
Knows ways to enlist cooperation of children in putting blocks away after play.
Plans placement of block building area in given room.

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
Value of blocks Role of the teacher	Using a school supply catalog or a department store catalog select different kinds of blocks available for preschoolers. Discuss criteria for choice. Describe ways to stimulate imagination in the child who is building with blocks. Brainstorm ways to encourage children to put blocks away.	Select blocks for a group of preschool age children and give reasons for your selection. Given a room plan, which area would you keep for blocks? Why?	Piaget, Play Dreams and Imitation in Childhood Pamphlet: "Blocks--A Tool for Learning"

Emphasis 3. ART ACTIVITIES

OBJECTIVES: Identifies art materials and activities.
Describes ways of developing creativity in children through preparing and using art media.
Plans an art project to be used by children including cleaning up and storing materials.

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
Art Activities Art Media and Materials Values of art to the child. Making art media Creativity, permissiveness, experimentation, encouragement. Procedures for carrying out plans for an art project. Clean-up Procedure	Visit local art supply store, Compare costs and quality of different materials. Use cafeteria or display cases to exhibit children's art from other countries. Display art from nursery school in local bank or store windows. Complete a list of art activities for a preschool child. Discuss the values of the different art activities to the child.	Using catalogs, complete an order for a one year's supply of art materials. Demonstrate the use of some of these materials. From selected samples, lead a discussion on possible relationships of the child's personality and artistic stimulation. Develop an art activity around a special holiday. Demonstrate some gifts a 5 year old could make for a friend or relative. Complete an Art Ideas Book.	Bland, Art of the Young Child Cherry, Creative Art for the Developing Hoover, Art Activities for the Very Young Kellogg, The Psychology of Childrens Art Lowenfield, Creative and Mental Growth Osborn, Creative Activities for Young Children Read, The Nursery School

OBJECTIVES:

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
	Invite the art teacher to talk on encouraging creativity. Plan a treasure hunt to teach colors, shapes, and textures. Conduct it with classmates and then with children. Take a preschool friend or relative to a museum. Discuss the procedure you would follow to encourage creativity and allow permissiveness in childrens art work. Role play the supervision of a group of four year olds during art activities.	Write a paper on "Art With Children Is Fun" Give an oral report on museum trip. Debate: The Use of Coloring Books with Children.	Todd, The Years Before School Wylie, A Creative Guide for Preschool Teachers Pamphlets: "Arts and Crafts for Elementary Teachers" "Art From Soap" "The Creative use of Materials" "Helping Children Draw" "Practical Ideas for Activities for Preschool Enrichment Programs" "Reading and Library Bulletin Boards"

OBJECTIVES:

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
	Collect recipes and make such media as finger paint, playdoh, paste. Improvise by adding such ingredients as oats and sand. Compare with commercial products. Help a young child in school or at home or in your neighborhood with an art project. View film-Discuss information.	Make a collection of "junk items" to be used in creative art expression. Create and explain an example to class. Write a report on your experience.	"Suggestions for your Art Education Program" "Trainee's Text for Pre-School and K.G. Aides" "Unicef cards and Posters of Childrens Art from Round the World" Films: "Early Expressionists" Head Start "My Art is Me" Resource Person: Art Teacher

Emphasis 4. MUSIC ACTIVITIES

OBJECTIVES: Compiles a list and demonstrates finger play songs.
Recites and sings children's songs.
Teaches new songs to children.
Plans other music activities for the total development of the child.

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
Values of Music activities. Selecting records for children. Procedure to introduce a new song to young children. Preparing for music hour. Finger plays.	Role play teaching children songs. Take children to the band room under supervision of the music teacher. Invite friends with special talent to nursery school to sing, dance, or play an instrument. Invite the gym teacher to demonstrate body rhythms accompanied by music. Assemble a collection of toy instruments. Listen to records and songs made for preschool children.	Demonstrate teaching of songs and finger games. Demonstrate the procedure for making some instruments that produce sounds. Display home made and commercial instruments in show case. Make a booklet of body movements to use with music. Compose a song, jingle or musical rhyme. Record stories and songs the children originate and compile in a booklet. Compile a list of records and songs, for children.	Baker, Understanding and Guiding Young Children Brisbane, The Development of Child Read, The Nursery School Sheehy, Children Discover Music and Dance Pamphlets: "Collection of Finger Plays" "It's Fun to Teach Creative Music" "Music For Childrens Living"

OBJECTIVES:

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
	Observe a preschool teacher conducting a music hour.	Note techniques used by the teacher during music hour.	Records: "Peter and the Wolf" "Tubby the Tuba" "Die Kleine Nachtmusick" Resource Persons: Music Teacher Physical Education Teacher.

Emphasis 5. DRAMATIC PLAY

OBJECTIVES: List materials that will encourage dramatic play.
Appreciates value of dramatic play.
Follows an appropriate child care aide role in dramatic play.

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
Values of dramatic play. Materials that encourage dramatic play. Role of teacher in dramatic play.	Study current literature and report on values of dramatic play. Make a list of materials available to encourage dramatic play. Observe children during dramatic play. Video tape. Discuss the role of the teacher in dramatic play. View film. Discuss.	Organize classmates into small groups. Draw names or situations from a box. Dramatize. Distribute props such as clothing or accessories. Dramatize. Develop an observation sheet on solitary, parallel and group play. Note age, sex and personality differences. Write a paper on the Importance of Dramatic Play in a Child's Development.	Brown, Creative Drama in The Lower School Read, The Nursery School Robinson, New Direction in the Kindergarten Ward, Playmaking with Children Pamphlet: Woods, "Creative Dramatics" Film: "Dramatic Play: An Integrative Process for Learning"

Emphasis 6. SCIENCE AND NATURE ACTIVITIES

OBJECTIVES: Identifies science and nature activities appropriate to the childs interest and ability level. Plan and directs purposeful first hand experiences for preschoolers.

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
Values of Science and Nature studies. Appropriate Science activities. Planning and preparing for a science activity. Values of hands on experiences. Values of field trips.	Discuss the purposes in preparation of such foods as butter, gelatin, and popcorn. Supervise children's preparation of food. Explain and demonstrate to a group of children such phenomena as water, steam and ice. Take a child for a nature walk. Repeat at a different season. Supervise planting of seeds in boxes or sponges. Invite science teacher to talk on subject such as magnets.	Compile a list of questions asked by children. Read list to class. Suggest answers. Make a list of science activities for preschoolers. From such sources as magazines make a science book for a child. Give a lecture on "Learning through Field Trips".	Craft, An Activities Handbook for Teachers of Young Children Lewis, Complete Book of Pet Care Read, The Nursery School Wylie, A Creative Guide for PreSchool Teachers Pamphlets: Pet Shop- Pet Care Booklets "Science Experiences for Nursery School Children"

OBJECTIVES:

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
	Invite high school students with such collections as butterflies or insects to talk to the children. Have a speaker from a pet store talk on pet care. Visit pet stores and determine pets that could be housed in a preschool. Visit the Science rooms. Play such records as "How Many Colors are in the Rainbow?" List field trips for preschoolers. Plan a field trip and follow up. List each step necessary in the execution of a trip. Make a display of edible and non-edible plants.	Make a list of suitable pets for preschool children. Evaluate samples of forms for field trips. Develop field trip forms and distribute for class evaluation.	

Emphasis 7. GROUP GAMES

OBJECTIVES: Selects a variety of group games for nursery school children.
Teaches new games to groups of preschool age children.

CONTENT	LEARNING EXPERIENCE	EVALUATION	RESOURCES
Indoor and outdoor group games. Teaching a new game to young children.	Make a list of games in which all children can participate: Imitating games Guessing games Choosing games Hiding games Devise a group game and write detailed instructions for teaching it to children. Encourage innovations on traditional games. Visit a child care facility and observe children in group games. Note any individual differences.	Report on situation in which children's behavior would be considered extreme during group games. List games most often chosen by children and give reasons for their popularity. Teach a game to preschool children.	Arnold, The World Book of Children's Games Brisbane, The Developing Child Wertenbaher, Rhyming and Games

Emphasis 8. OUTDOOR PLAY

OBJECTIVES: Knows use and value of various types of outdoor play equipment.
Guides and supervises children in outdoor play activities.

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
Purposes for outdoor play activities.	List the purposes for outdoor play activities.	Write a paper on how to prevent and/or handle accidents.	Hein, Enjoying the Outdoors
Safety precautions in outdoor play area.	Class discussion on how to avoid and handle accidents.	Oral report on discardable items from such places as government surplus or the utility companies that can be converted into outdoor equipment.	Pamphlets:
Supervising outdoor play	Visit play areas at schools and parks. Note unusual equipment.		"Baker, "Lets Play Outdoors"
Criteria for selecting outdoor play equipment.	Using institutional catalogs order the minimum number of pieces of equipment necessary to start a nursery school.	Compile a check list to evaluate outdoor play equipment and space.	"Tires are Tools for Learning"
	Investigate amount of space required for outdoor play area.		"State and Local Day Care Licensing Requirements"

Emphasis 9. STORAGE OF TOYS AND PLAY EQUIPMENT

OBJECTIVES: Recognizes the importance of appropriate grouping and placing of toys and equipment.
Appreciates the relationship of appropriate storage to constructive behavior in children.
Organizes space for functional areas recognizable by children.

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
Arrangement of furniture, equipment and supplies.	Compare storage facilities in several schools for young children.	Draw or describe a facility which makes optimum use of space for activities and storage.	Pamphlet: "Guide for Teaching in a Cooperative Nursery School".
Storage	In a room of given dimension, arrange furniture and equipment for preschool age children. Give reasons for the arrangement.	Relate success stories of children assuming responsibility for care and storage of toys.	
	List changes in the group or situation that might occur. Rearrange the furnishings to meet the needs.	Give examples of how an organized room makes children responsible for the care of belongings and materials.	
	Small group discussion on working heights and storage levels.	List ways that heights can be safety adjusted.	

Emphasis 10. CHILDREN'S LITERATURE

OBJECTIVES: Recognizes the values of reading stories to children.
Selects story books for children of different ages and interests.
Practices reading stories to groups of children.
Constructs a story book for a child.

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
Language concepts: Book selection Reading techniques Appreciation for literature	Discuss criteria for and purposes of reading stories. Observe a teacher reading to a group of children. Using a tape recorder, practice story telling. Invite librarian to talk on book selection. Visit children's section of libraries and book stores. Develop a criteria for select-ing books. Prepare an exhibit of story books for different ages and interests.	Demonstrate the procedure for reading or telling a story. Class members evaluate student demonstration. From a list of books, select one book. Evaluate it in terms of appropriateness for a given age. Make a list of suggested books for children.	Arbutnot, Children and Books Baker, Understanding and Guiding Young Children Read, The Nursery School Shuey, Learning About Children Tooze, Story Telling Films: "How to Tell a Story" "Childrens Literature" "Telling Stories to Children"

OBJECTIVES:

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
	Select a theme for a pre-school story book. Write a script and illustrate the story. Encourage children to relate their own stories. Record them.	Tell student constructed story to class members. Have class members evaluate story book. Make suggested revisions an retell to a child or group of children. Compile childrens' original stories for children to keep.	Resource Persons: Librarian from childrens reading room.

TOPIC E PLAY IN RELATION TO TOTAL DEVELOPMENT OF THE CHILD

Emphasis 1. Play as a Learning Device

Emphasis 2. Social Behavior in Play

Emphasis 3. Emotional Development and Behavior

Emphasis 4. Discipline

Emphasis 5. Conscience

Emphasis 1. PLAY AS A LEARNING DEVICE

OBJECTIVES: Appreciates play as an avenue of learning for young children.
Differentiates between the types of play activities.
Relates play to growth and development.
Recognizes cognitive activities for children related to play.

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
Play as an avenue for learning for young children. Values of play Physical Development Intellectual Development. Social and Emotional Development. Helping children in play.	Plan a party with the children. Invite their friends and family members. Research and discuss values of play in total development Visit nursery schools and note amount of time allocated to various types of play activities. View T.V. programs for children. View adults programs that children watch. Discuss toys and activities that foster: Classifying Perceptive learning Reasoning	Write an evaluation of the party. Debate: "Home is more conducive to the total development of the child than school." Plan a nursery school schedule. Define time allocations and staff responsibilities. Develop a rating sheet for T.V. programs. Demonstrate ways toys can direct a child's learning.	Aaron, Child's Play Caplan, The Power of Play Cass, Helping Children Grow Through Play Hartby, The Complete Book of Childrens Play Marzolla, Learning Through Play Roberts, Playing Learning and Living Schwartz, A Parents Guide to Childrens Play and Recreation

OBJECTIVES:

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
	Enlist the cooperation of the industrial arts teacher in making puzzles, number and alphabet boards. Discuss guidelines for a teacher to help young children develop cognitive abilities.	Write paper on the role of the teacher or aide in supervising play.	Pamphlets: "Guide for Teaching in a Cooperative Nursery" "Preschool Guide" "Creative Guide for Preschool Teachers Goals, Activities and Suggested Materials for an Organized Program" Films: Head Start Film, "Free Play" "Growth of Intelligence In Preschool Years" Resource Persons: Industrial Arts Teacher

Emphasis 2. SOCIAL BEHAVIOR IN PLAY

OBJECTIVES:
Recognizes the role of play in social development.
Uses play to encourage social maturity in children.
Identifies social behavior and group interaction of children.

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
Social Development	Observe 3,4, and 5 year olds at play. List differences according to age and sex.	Assemble pictures of children at play. Add dialogue. Quiz classmates on probable age.	Hurlock, Child Growth and Development.
	Tape conversations of children.	Play back conversations and lead a discussion on child's maturity.	Films:
	Role play "Helping a child learn to share".		"Frustrating Fours and Fascinating Fives"
			"Four Years Old and Ready to Grow"
Social Maturity	View visuals- Discuss and compare social aspects presented in films with those found in directed observation.		"School for Four's"
			Filmstrips:
	Discuss sociograms and group behavior.	From observations note or identify leaders, followers, or the "preferred child" in group. Analyze a child's position according to behavior displayed.	A Pictorial guide to the four year old.

OBJECTIVES:

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
	Develop a check list including such indications of social maturity as: ability to follow directions ability to lead playmates willingness to take turns "Interview" a child exhibiting these characteristics.	Write a "thumbnail sketch" on this child and present it to the class.	
	Select a child who spends a disproportionate amount of time crying, quarreling, or playing alone. List specific ways to maintain a relationship with this child.	Keep a diary on the child's development.	
	Observe children in free play Note toys selected by children. Record selections and reactions of adults and children to particular toy selection that may differ from the ordinary.	Debate: "Girls prefer to play with dolls and boys prefer to play with trucks".	

Emphasis 3. EMOTIONAL DEVELOPMENT AND BEHAVIOR

OBJECTIVES: Recognizes individual differences in emotional development.
Becomes aware of children's expressions of feelings.
Recognizes factors that could influence a chil's emotional behavior.
Relates a child's behavior to the feelings of the child.

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
Learning the balance between expression and control of feelings Types of feelings Similarity and differences in emotional development.	Study magazine pictures of children showing emotions. Select one and tell a story about it. Brainstorm fears and anxieties. Observe 2, 3, 4 and 5 year olds and note how the same feelings are expressed in different ways by children of different ages. Discuss how feelings are important to a child's personality development. Discuss how a teacher can effect a child's self confidence.	From readings, give a report on fears at age 4, 5, and 6. Write a definition of emotional maturity for a 5 year old. Simulate a case study of a child aged 2 to 5 with a problem. Identify the problem, possible reasons for it and give suggestions for solutions. Lead a discussion on ways in which a nursery school teacher can help redirect destructive emotions.	Gesell, First Five Years of Life Shuey, Learning about Children

OBJECTIVES:			
CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
	List negative emotions and some ways in which children express them. Class discussion on situations in which children display a degree of emotional maturity.		

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Emphasis 4. DISCIPLINE

OBJECTIVES: Identifies the reasons for discipline.
Identifies different types or forms of discipline.
Differentiates between discipline and punishment.
Selects appropriate measures of discipline to bring about desired behavior.

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
Discipline types: Principles of: immediacy consistency reinforcement Behavior modification Punishment Routine as a means to help the child develop self discipline.	Define discipline and punishment. In small group, read case studies and discuss. Collect newspaper accounts involving children. Relate this to discipline. List kinds of discipline and purpose of each. Role play causes of and ways to handle bizarre behavior. View film and discuss discipline procedures.	Report on child abuse legislation. Lead a class discussion on contributing causes of the battered child syndrome. Debate: "Spare the Rod and Spoil the Child"	Baruch, New Ways in Discipline Green, A Nursery School Handbook for Teachers and Parents Ginot, Between Parent and Child Hymes, Behavior and Misbehavior Pamphlet: "Some Special Problems of Children" Film: Head Start Film, "Discipline"

Emphasis 5. CONSCIENCE

OBJECTIVES: Describes the concept of inner discipline.
Describes ways to guide children in developing desirable behavior.

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
Maturity level of children. Habits that encourage maturity.	List desirable habits for children of 3, 4, and 5 years of age. Role play patterns of childrens behavior and various teacher reactions. Discuss how to develop a child's awareness of right and wrong. Discuss inner or self discipline.	Write a paper expanding the statement, "A Child is Like Clay - Waiting to be Molded". How could this relate to forming desirable habits in children? Make a bulletin board on "Children Learn What They Live". Read biographies of famous people. Give a book report to the class identifying factors in their childhood which contributed to their success. Write a short paper on a personal experience where inner or self-discipline was necessary.	Landmark, Series of Biographies Pamphlet: "Your Child From 1 to 6".

TOPIC F SPECIAL NEEDS

Emphasis 1. Exceptional Children

Emphasis 1. EXCEPTIONAL CHILDREN

OBJECTIVES: Recognizes characteristics of children with special needs.
Recognizes the role of an aide in care of children with special needs.

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
Children with special needs: Handicapped Disadvantaged Gifted Programs for exceptional children Role of an Aide Job description Personal qualifications	Discuss characteristics of children with special needs. Visit area centers which have programs for exceptional children. Invite a special education teacher to speak on how to help children with special needs. Accumulate material for a reading center from such sources as March of Dimes Foundation and the American Heart Association. Invite a speaker from programs for disadvantaged children.	Write a report on an exceptional child. Define the "special need" and make suggestions for meeting the need. List qualifications necessary for employment with handicapped children. Write a letter of application explaining motivation for working with disadvantaged children. Tape TV shorts dealing with programs for handicapped and disadvantaged. Read and report on the story Helen Keller.	Bereiter, Disadvantaged Children in the Preschool French, How You Can Help Your Retarded Child Riessman, The Culturally Deprived Child Film: "If These Were Your Children" Slides: Mansfield Training School: "Helping Retarded Help Themselves"

OBJECTIVES:

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
	Assume a physical handicap for a peroid of time by restricting vision, hearing, or motor coordination. Describe feelings to the class. Contact personnel directors of special programs for job descriptions. From readings, list ways to recognize a gifted child. Visit an elementary school with a program for such children. List state, local, and community organizations or agencies that assist the handicapped. Discuss the role of an aide in the care of the handicapped	List special qualities of an aide working with exceptional children.	Resource Persons: Director of Program for Disadvantaged Special education teacher Resource Places: Oak Hill School for Blind, Hartford, CT Mansfield Training ct. Mansfield, CT. Gengras Center for Exceptional Children, St. Joseph's College West Hartford, CT. Newington Children's Hospital, Newington, CT. Mystic Oral School Mystic, Conn. Benhaven School New Haven, Conn. Local Programs: Head Start

TOPIC G CHILD CARE SERVICES

Emphasis 1. Duties and Responsibilities of the Child Care Aide

Emphasis 2. Safety and Accident Prevention

Emphasis 3. Home Economics Related Occupations in Infant and Child Care

Emphasis 4. Job Attitudes and Job Satisfaction

Emphasis 5. Traits for Success in Working with People

Emphasis 1. DUTIES AND RESPONSIBILITIES OF THE CHILD CARE AIDE

OBJECTIVES: Lists duties and responsibilities of an aide in a day care center.
Organizes a day's schedule for routine activities and duties for a child care aide.

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
Duties and responsibilities Scheduling activities	List activities of staff before arrival and after departure of children. Have panel of day care personnel discuss duties and responsibilities. Make charts defining time and place of children's activities. Summarize given job descriptions into specific functions of the workers. Visit day care program and note duties and responsibilities of adults.	Write a letter to a friend describing a typical day as a child care aide in a Day Care Center. List reasons for sending a child to a pre-school center. List activities that require: minimum supervision maximum supervision	Bettleheim, Children of the Dream Hechinger, Pre-School Education Today Langford, Guidance of the Young Child Leeper, Good Schools for Young Children Smart, Living and Learning with Children Todd, The Aide in Early Childhood Education Teacher Aide Handbook A Guide to New Careers in Education

OBJECTIVES:			
CONTENT	LEARNING EXPERIENCE	EVALUATION	RESOURCES
	Study forms for personal information folders or cards for children. Select and defend a preferred type.	Using an index card, construct a model for a child's personal information file.	Pamphlet: "When Teenager Takes Care of Children, Guides for Babysitters" "State and Local Day Care Licensing Requirements"

Emphasis 2. SAFETY AND ACCIDENT PREVENTION

OBJECTIVES: Identifies the cause and prevention of accidents.
Plans activities that teach safety practices.
Describes procedures to follow in case of an emergency.

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
Types of accidents Danger areas Fire Hazards Poison Routine practices for child safety. Emergency procedure in case of accident. Health records and recording procedures. Legalities of treating hurt or ill child.	Invite representative from the American Red Cross to demonstrate procedures on first aid and emergency care. Visit a hospital and identify accidents which occur most frequently. Invite a school nurse to speak on accident prevention in school. Invite a policeman to speak on street safety. Display newspaper clippings of accidents on bulletin boards. Group discussion on causes.	Write a paper on "People Cause Accidents" Make a plan for care and storage in child care center for potentially dangerous items. Write a story about accident prevention. Tell it to children. Teach a safety lesson to children through art, music, or dramatic play. Make a listing of emergency procedures to follow.	Hurlock, Child Growth and Development Read, The Nursery School Riehl, Family Nursing and Child Care Smart, Living and Learning With Children Pamphlets: "Family Guide to Emergency Health Care" "Formula for Child Safety" "Guidepost to Child Safety"

OBJECTIVES:			
CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
	Discuss reasons for keeping health records for children in centers. Make a chart of dangers according to age. Compile a list of emergency telephone numbers. Make traffic lights or road signs to use in nursery school.		"Red Cross Handbook, "First Aid" Resource Persons: Instructor, American Red Cross School Nurse Policeman

Emhasis 3. HOME ECONOMICS RELATED OCCUPATIONS

OBJECTIVES: Recognizes career opportunities available in caring for young children.
Identifies occupations with a family focus on infant and child care.

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
Steps in career ladder Family focused occupations in infant and child care. Care of children during mothers absense or illness.	Using yellow pages, list places that could offer a job at some future time. Give a brief description. Contrast attitude of people toward family focused occupations in relation to institutional focused occupations. Conduct a personal opinion survey on advantages of each. Invite recent graduates to discuss employment.	Make a bulletin board of present employment opportunities in Child Care and related occupations. Make career ladder for child care positions. Publish report on personal ipinion survey in school newspaper or Teen Times. Write a paper on "Why I Prefer Family Focused Child Care". Plan a panel discussion for a community meeting to explain or further explore occupations in human services.	Knagt, When teenagers Take Care of Children. Exploring Careers in Child Care Pamphlets: AHEA "Career Ladder and Lattices" "Child Development Associate, A Guide For Training" Filmstrip: "Jobs for You: Its' Happening in Home Economics" Resource Persons: Recent Graduate

OBJECTIVES:

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
	Become involved in a "Shadow Program" - Follow selected child care employees for one day each. Role play a job interview between applicant and potential employer.	Keep detailed report and observations of "Shadow Program". Respond to an advertisement. Make a graph showing increase or decrase in career possibilities. Give oral report to class on findings and explanations.	

Emphasis 4. JOB ATTITUDES AND JOB SATISFACTION

OBJECTIVES: Recognizes that sound attitudes contribute to job satisfaction.
Recognizes responsibility of obtaining and keeping a job.
Identifies implications of positive and negative behavior in work.

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
Relationship of attitudes to work and job satisfaction. Getting and keeping a job: Selection Application Interview Work ethic On-job behavior Accepting responsibility	Dicuss why people work. Make a check list to measure your own attitudes toward work. Research job attitude by questioning adults with different types of jobs. Invite school guidance counselor to speak on "Planning for the interview". Role play a job interview. Invite a personnel director to speak on qualifications considered desirable by an employer.	Write responses to: "Why are you taking a course in human services?" "What are your reasons for getting a job after high school?" Compile a resume. Fill out an application for a job. Write on - "Why I would make a good employee". Make a bulletin board of daily want ads.	Dictionary of Occupational Titles Occupational Outlook Handbook Kimbrell, Succeeding in the World of Work. Resource Persons: Guidance Director Personnel Director

Emphasis 5. TRAITS FOR SUCCESS IN WORKING WITH PEOPLE

OBJECTIVES: Recognizes important traits necessary for success in working with people.
Recognizes role of interpersonal relationships on the jobs.

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
Traits necessary for Success Interpersonal relationships on the job	List traits necessary for a nursery school or child care aide. Brainstorm desirable and undesirable traits of people in public or human services. Discuss how values and behavior influence those around us.	Collage or bulletin board of satisfying aspects of a job in human services. Analyze case studies involving teacher/aide relationships. Using an evaluation instrument, measure attitudes and skills necessary in child care occupations. Discuss ways to improve personal rating.	Landis, Personality Development Hildebrand, A Laboratory Workbook for Introduction to Early Childhook Education. Pamphlets: Hudson, "I Want a Job", "On the Job". Schneider, "Getting And Holding A Job" Transparencies: "Attitudes and Manner" "Goals in Relation to Values"

OBJECTIVES:

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
	Consult dictionary of occupational Titles. Note jobs that offer personal potential.		

OVERALL OBJECTIVES
GERIATRIC AND CONVALESCENT AIDE

THE STUDENT WILL BE ABLE TO:

1. Recognize the career opportunities available in caring for or assisting in the care of the convalescent and the elderly.
2. Recognize the value of training and experience in working with the convalescent and the elderly.
3. Recognize individual differences in care of the convalescent and the elderly.
4. Appreciate the importance of problems and needs of the sick and the elderly.
5. Appreciate the needs of family members of the sick and the elderly.
6. Assist the sick and the elderly with physical, social, emotional, and intellectual needs.
7. Plan work simplification of household tasks.
8. Complete training and experience necessary for a career in the area of care for the convalescent and the elderly.

TOPIC A AGING

Emphasis 1. Problems of Old Age

Emphasis 1. PROBLEMS OF OLD AGE

OBJECTIVES: Is conscious of problems of old age.
Realizes that problems of old age are interrelated.
Recognizes how health problems of old age influence way of life.
Describes reasons for reduced sense of security in old age.

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
Problems of old age: Income Health Leisure time Housing Dependence Aloneness Understanding the different needs of aged persons. The homebound The institutionalized The convalescent Physical Changes	Break into small groups. Each group will investigate one of the following: "The source of income during old age." "The average Social Security allotment in Connecticut. "Medicare and Medicaide" Invite a resource person from a government agency to talk on the sources of income in old age. Read rules on Social Security and old age. Invite a person from a local welfare office to explain how Food Stamps are managed and administered.	Panel discussion on the interrelationship of the problems of old age. Debate: The adjustments forced on the aged are the most difficult of a lifetime. List common health problems of the elderly. Name and describe the physical changes of old age. Write a paper on "Preparation for Retirement." List the reasons for reduced sense of security in old age.	Moss, Caring for the Aged Smith, Portraits of Aging Pamphlets: "Aging In Conn" "Commission on the Aging" "Handle Yourself With Care" "Homemaker and Home Health Aide Training Manual" "National Directory on Housing for Older People" "Retired Couple's Budget"

OBJECTIVES:

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
	Invite a representative the Health Dept. to speak on common health problems of old age. Discuss how each of the health problems would affect the way of life. Failing Health Physical changes with age: teeth sight hearing memory muscle strength balance Invite a doctor to speak on senility and diseases of old age. Invite a speaker from an institution for the aged to speak on the emotional patterns of the elderly.	Oral report on "The Biggest Problem in Retirement." Debate: "An old person is lonely because he choose to be lonely." Collect pictures of the aged. Tell a story about one.	Pamphlets cont.: "Work Book on Housing" "Your New Home" Resource Persons: Health Dept. Social Security Agency Welfare Agency Physician Resource Places: Hebrew Home for the Aged St. Joseph in Trumbull

OBJECTIVES:

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
	Discuss - "Some people enjoy retirement because ------".		
	Discuss the housing problems of old age.	Write a report on "New Living Facilities for Elderly", "Housing develcpment for the Elderly". Investigate possibilities immediate area.	
	Visit some of the housing facilities for the elderly in Connecticut.		
	Class discussion on the adequacy of the facilities and its effect on the total life of elderly.		
	Research: Consumer economics for the elderly. Compile information for panel and speak groups of elderly in community.	Collect and compile a notebook and or bulletin board on abuses and advantages taken of elderly.	

OBJECTIVES:

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
	Coordinate a fashion show on accessories, items, and slight changes that can "perk up" present wardrobes.	Take fashion show to Golden Age Club or Senior Citizens Center. Assemble an up-to-date resource center or in-class library on the eldery.	

TOPIC B HEALTH AND SAFETY

Emphasis 1. Hygenic Procedures

Emphasis 2. Body Mechanics

Emphasis 3. Transfer Activities

Emphasis 1. Hygenic Procedures

OBJECTIVES: Recognizes hygenic procedures to follow in care of patient, to insure health and safety.
Demonstrates hygenic procedures to follow in care of patient, to insure health and safety of household members and self.

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
Care of patient Preventing the spread of disease. Sanitation Procedures Disposal of waste from patient's room.	Discuss health techniques you would practice in working as a Home Health Aide. Invite a nurse to demonstrate hand-washing procedure when caring for sick. Red Cross nurse to explain procedures of bathing and toileting. Discuss why and when handwashing is necessary. List sanitation needs in the home. Examine aprons, coveralls, uniform: and discuss the purpose of the apparel.	Lead a discussion on the sanitation procedures a Home Health Aide can use to protect self and household members. Demonstrate handwashing procedure. Using "Mrs. Chase", give demonstration on bathing a patient, or giving a bedpan. Debate: "Disposable uniforms are more satisfactory than other types"	Pamphlet: "Code of Ethics for A.N.A., L.P.N., etc." Films: Rocom Trainex Resource Persons: Nurse

OBJECTIVES:

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
	Discuss preparation for protecting and caring for patients furniture - floors - property. Make a chart showing: Do's and Don'ts for disposal of waste. Include ways in which disease is disseminated by uncontrolled disposal of waste from the patient's room. Brainstorm situations where the use of rubber gloves might be necessary.	Make "newspaper bags"	

Emphasis 2. BODY MECHANICS

OBJECTIVES: Identifies the importance of good body mechanics.
Develops procedures and use in assisting or moving patients.
Applies principles of good body mechanics.

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
Body mechanics Definition of terms: Posture Mechanics Standing Sitting Lying	Define body mechanics Discuss the importance of posture and body mechanics to the health and safety of the trainee and the patient. Invite a rehabilitation nurse to demonstrate key points of: Good posture when standing, Sitting, lying. stooping, pivoting, lifting, moving a bed patient, etc. Demonstrate leverage and momentum prinicples. Teacher demonstrates carrying a heavy object using proper body mechanics to conserve energy and prevent strain.	Test including such questions as the following: What does proper body mechanics mean? Why should the conservation of the patient's energy be a responsibility of home health attendant? How can you apply the principles of body mechanics to yourself? Which method requires less effort of rolling, turning, or lifting? Complete the sentence below giving examples: "Home Health Attendant knowledge of body mechanics will be helpful in:" Write a paper including: the key points of the demonstration observed in moving a patient.	Red Cross Home Nursing Program Pamphlets: "Facts about Backs" Films: Rocom Trainex Resource Persons: Rehabilitation Nurse

OBJECTIVES:

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
	Demonstrate procedures in moving the patient. Video tape the demonstration and develop procedures to be used in assisting or moving patients. Develop a step by step procedure including, the set of instructions when helping the patient: To sit-up in bed: towards the head of the bed, to the side of the bed, to turn on his side facing away or to turn towards the aide. Using references explain principles of body mechanics of aide and patient to use in turning, walking, sitting, and lifting patients.	Write explanation of dialoque to use informing patient of plans in turning, walking,etc.	

OBJECTIVES:

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
	Observe students move each other following directions given and using principles of body mechanics. Experiment in class with sliding a patient to hip level and then lifting the patient. Using references, discuss why it is important to change the patients position and how you can help the patient maintain a good posture in bed. Discuss positions a home health attendant needs to know to help make the bed patient more comfortable.	Evaluate demonstrations of students.	

Emphasis 3. TRANSFER ACTIVITIES

OBJECTIVES: Awareness of safety factors in transfer activities.
Assists patients in transfer activities.
Demonstrates ability to assist patient in walking.

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
Safety factors in transfer activities. Principles of ambulation and transportation. Use of equipment: Crutches Walker Casts and braces Wheelchair Safety	Discuss safety and comfort factors in using body mechanics. Invite a physical therapist or nurse to demonstrate the proper procedures of helping the patient move from bed to chair. Question and answer session with therapist about the kind of help home health aides might be expected to give patients.	Develop a score card for transfer activities. Demonstrate transfer of ambulatory patients. Use score card in assessing colleague's demonstration, including: explanation before begining Knowledge of subject Holding attention of group Smoothness and ease of demonstration. Equipment available, pre-preparation. After practicing, repeat the demonstration to measure improvement as compared to first performance. Make a detailed plan on paper, of the equipment, procedure, and instructions used in assisting a patient to move from bed to a wheelchair	Pamphlet: "Up And About" Resource Persons: Physical Therapist Nurse

OBJECTIVES:

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
	Practice transfer activities. Develop a step by step procedure: to assist a patient from bed to a wheel chair into an automobile. to assist a patient up and downstairs Assist a patient using cane, walker, crutches or braces. Demonstrate each of these procedures. List possible hazards to the aide and to the patient that could be incurred in service. Demonstrate moving a wheelchair through doors and over a threshold. List safety factors in assisting patients in walking.	In a normal home situation type of setting list some trips that might be hazardous for ambulatory patients. Suggest necessary changes and discuss how the trip may be accomplished safely. List various types of walking aides and identify situations where each would be used. Evaluate their usefulness.	

OBJECTIVES:

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
	Visit a supply house for convalescent equipment and give an oral report on findings. Discuss some adaptations of home supplies for equipment that might be needed for patient care.	Lead a discussion or report on items available in the home and adaptation for patient care as opposed to buying special items.	

TOPIC C SERVICES OF AIDE

Emphasis 1. Personal Care

Emphasis 2. Meeting Patient's Mental Needs

Emphasis 3. Methods of Making the Patient Comfortable

Emphasis 4. Planning and Serving Meals

Emphasis 5. Housekeeping Duties

Emphasis 6. Record Keeping

Emphasis 1. PERSONAL CARE

OBJECTIVES:
- Recognizes physical and psychological needs of the elderly.
- Assists the elderly with personal and social needs.
- Demonstrates procedures to use to assist patient with personal grooming.

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
Physical needs of the elderly. Basic human needs may be threatened.	Invite a person from a housing unit for elderly to talk on the need for appropriate housing for the elderly's physical and psychological needs. Create a bulletin board: Basic needs of elderly- Somewhere to live Something to do Someone to care	Value clarification to steps of fulfilling needs of elderly.	Aging in Conn. May, Home Making for the Handicapped Simons, Value Clarification Pamphlets: "Feet First"
Personal Needs	List personal needs. Make a check list for selecting a gift for an elderly friend.	Give an oral report on recommended procedure in assisting an elderly person with personal needs.	"1972 Workshop on Social Services for Elderly" Film: "Critical Decades"
Physical Needs: Dressing and Grooming	Discuss the physical needs of elderly with which an aide can help.	List physical needs. Describe minimun and maximum assistance for meeting each.	

OBJECTIVES:			
CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
	Write a step by step procedure for assisting an elderly person: To dress for the day To use the toilet To take a sponge bath or tub bath.	Using general rules of line, color and texture, design a wardrobe that would be flattering to an elderly woman.	Resource Persons: Housing for Elderly Nurse Gym Teacher
Personal Hygiene Care of skin, nails, hair Oral hygiene, denture care Bath (tub, showers, bed)	Discuss activities performed daily for personal hygiene. List equipment necessary for care of mouth. List procedures for care of the nails.	Make a chart of personal service required each day for a patient with: Minimal dependence Maximal dependence	Physical Therapist Film: Trainex

OBJECTIVES:			
CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
Care of clothes and personal articles.	Discuss types of clothes for the elderly that help maintain independence. Describe the steps in handling a week's laundry, dry cleaning and simple repairs. Invits an elderly person to talk to class on "You are as old as you look and feel".	From given samples identify which clothes you would select for an elderly person whose mobility is restricted. Using catalogs and advertisements, select a wardrobe that would be interesting to an elderly man.	
Acceptance of positive and negative aspects of old age.	Discuss ways to maintain independence.		

OBJECTIVES:			
CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
	Visit a rest home, a nursing home, and observe the different kinds of needs and amount of individual attention available. Work as a volunteer at a geriatric home for a protracted period. Report to class on: Application procedure Services performed Invite a cosmetologist to talk on personal enhancement of the elderly. Invite a nurse to speak on the need for cleanliness and physical care of elderly.	Demonstrate how to assist a patient with personal care of hair. Demonstrate care and clean-up of: Dentures Eye glasses Hearing aids Walking Aids	

OBJECTIVES: Develops ability to comprehend written or oral instructions.
Demonstrates ability to measure and record temperature, pulse, and respiration.
Explains observation techniques used to observe changes in patient's general condition.

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
Necessary information Home Health Aide limitations in administering medications	Group discussion on "A patient feels better physically and psychologically if he/she is well groomed". Invite a gym teacher or physical therapist to discuss and demonstrate type of modified exercises to keep the body agile. Devise a check list of information necessary before assuming responsibility for a patient. Written instructions are given to Home Health Aide from an agency. Nurse to continue medical treatment plan. Student explain the duties spelled out in the letter.	Write a step by step procedure on how to make the patient comfortable physically and psychologically while assisting with bath and grooming. Make a schedule for giving medicines and treatments according to written instructions given. Make a simple schedule to assist patients with prescribed medicines according to nursing supervisor's instructions.	Pamphlets: "Red Cross Temperature Diagram". Schwartz, "Medication Errors Made by Elderly"

OBJECTIVES:

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
	Using references find safety principles regarding caution in administration of drugs and medicines.	What precautions should be taken with medicines?	
		What should be done about keeping unused, expensive prescription drugs?	
	Read the labels on patient's medications and note the type of information labels contain		
Recording temperature in degrees.	Examine different types of clinical thermometers: Flat thermometer Long and thin bulb Round and stubby bulb Discuss the advantages and uses of each. Identify parts of a thermometer.		
Routine steps in taking temperatures.	Teacher demonstrates cleaning the thermometer.	Take a colleague's temperature. Record it. Clean the thermometer.	

OBJECTIVES:

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
	Examine temperature charts and graphs. Discuss taking temperature of adults v/s child. Students shake down the mercury. Record reading on thermometer. Discuss the procedures for taking oral, rectal and axillary temperatures and recording. Explain when rectal temperature is taken. Students take and record their own oral and axillary temperature. Student exchange thermometers, read and verify each others findings.	Using the temperature record of a patient, make a graph.	

OBJECTIVES:

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
Pulse: Rate - Number of beats per minute for children and adult. Volume - Weak or strong Rhythm - regular or irregular.	Class members work in pairs counting each other's pulse and respiration. Record by rate, volume and rhythm. (Teacher checks any unusual findings.)	Demonstrate to class taking of pulse rate.	
Observation techniques	Discuss observing changes in patient to predict necessary care.	Oral report on instances of objective and subjective observation techniques. Simulate a written report to the family or physician about changes in the patient's physical and mental state. Write a skit about two aides: one reported facts one diagnosed the illness and prescribed treatment.	

Emphasis 2. MEETING PATIENT'S MENTAL NEEDS

OBJECTIVE: Applies knowledge of psychological needs.
Becomes aware of social and emotional needs.
Recognizes diversional activities for patients and the elderly.

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
Psychological	Invite a school psychologist or social worker to speak on the psychological needs. Invite a representative from the American Association of Retired Persons to speak on maintaining an interest in life. Invite a recreation director from a state hospital to discuss games and hobbies. Develop a resource center with such magazines as Modern Maturity and Harvest Years. Invite a librarian to talk on reading material or records.	List some psychological needs of elderly and recommend ways of assisting elderly people to meet their needs. Write a skit on ways to broaden the horizons of an elderly person. Develop a criteria for selecting reading materials for elderly.	Fleming, Homenursing Handbook Pamphlets: Sister Joseph Mary, "Complete Manual of Geriatric Nursing" "Do It Yourself Again" Films: Early Autumn Step Aside, Step Down Resource Persons: American Association of Retired Persons American School for the Deaf, Instructor

OBJECTIVES:			
CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
	Volunteer at a nursing home, play games with or read to patients on a regular basis Invite a speaker from the American School for the Deaf to speak on "Problems incurred because of impaired hearing". List axtivities that would be suitable for the partially sighted. Plan activites in which the elderly can share some of the responsiblities of the home in order to feel useful and active. Buzz session on the advantages of such hobbies as: Reading Music	Debate: One cannot develop new hobbies after the age of sixty. Report on a person who developed a hobby after retirement.	School Psychologist or Social Worker Librarian Elderly Person

OBJECTIVES:

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
	Card games Gardening Photography Painting Church activities Knitting, crocheting Golf		
	Invite an elderly person with a specific skill to teach to class.	Demonstrate how to reach a new skill to someone in class	
	View and discuss films on aging.	Plan and display craft or hobby activities at a church or in lobby of home for aged.	
Emotional and Social needs.	Discuss why it is important for a home health attendant to be tactful.	Bring some games to class and simulate playing or organize the playing of them with a "patient".	Adler, The Adler Book of Puzzles and Riddles
	Discuss:"The art of listening	Make a report on care of house plants. Grow one at home.	Becher, Adventure with Scissors And Paper

OBJECTIVES:			
CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
Diversional activities	Visit a rehabilitation center or convalescent home or senior citizens center and observe the social and craft activities they plan for these patients. Which of those activities you learned about could you use with a patient in home care? List games that do not require special equipment such as: riddles, charades, etc. List room ornaments such as prisms, or terrariums. List card and board games that could be played with: an adult patient a child patient	Make a mobile of family photographs. Explore the possiblity of obtaining a pet that requires little care.. Select some suitable diversional activities for the patient described in a case study Give a demonstration on crafts.	Carlson, Jokes and Riddles Cummings, 101 Hand Puppets: A Guide for Puppeteers of All Ages Fleming, Home Nursing Handbook Hoke, Family Book of Humor Honda, How to Make Origami Ickis, Handicrafts and Hobbies for Recreation and Retirement Sakade, Japanese Paper Folding

OBJECTIVES:

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
	Learn crafts such as knitting weaving, crocheting or embrodiery. Collect pictures that would make a patient's room more attractive. Encourage patient to sing songs with other family members. Tape Role play a situation to demonstrate depressed mood of a patient. Invite a lawyer to speak on the legality of a "living will".	You are taking care of a patient following nurses orders, but your patient is loosing patience and threatens to disobey you. What do you think are his needs? How would you help him?	Pamphlets: X-Acto, Inc. "Indian Beadcraft" Rohrbough, "Brain Resters and Testers" Film: Trainex - Care of Dying Resource Persons: Lawyer Recreation Director

Emphasis 3. METHODS OF MAKING THE PATIENT COMFORTABLE

OBJECTIVES: Recognizes positions for patient comfort.
Assists the patient with toileting procedures.

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
Care of the bed patient Positioning Exercises Methods of making the patient comfortable.	Using references: Write a report on "Achieving maximum comfort for the patient". List and discuss psychological comforts for a patient such as room arrangements, ventilation colorful areas or art, etc. Invite a nurse to demonstrate positioning patient in bed. Brainstorm ways of obtaining comfort for the elderly or confined.	Keeping the comfort of the patient in mind suggest what you would plan to do in each of the responsibilities reported for home health aide Practice positioning: Supine Prone Side lying Sitting Arrange a bulletin board composed of sketches or photographs and captions showing the relearning of motor coordination.	Fleming, Home Nursing Handbook Pamphlet: "Strike Back at Stroke" Resource Persons: Nurse Representative of America Red Cross

OBJECTIVES:

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
Procedure for assisting patient in using: Toilet Commode Bed Pan	Invite a nurse to demonstrate assisting "Mrs. Chase" in the use of: The toilet A commode A bedpan (for a patient who can help) A bedpan (for a patient who cannot lift up) A urinal Discuss procedures for washing and storing equipment. Discuss possibility of unavailable equipment and improvisations that could be used.	Write a paragraph on each of the following in relation to toileting a patient: Timing Privacy Comfort Safety Demonstrate toileting procedure.	

OBJECTIVES:			
CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
	Invite a representative from the American Red Cross to talk about danger signals in the toileting procedure. Discuss possible problems that could arise and how to handle.		

Emphasis 4. PLANNING AND SERVING MEALS

OBJECTIVES: Recognizes skills needed to serve and feed patients with varying physical disabilities.
Identifies ways to maintain an appetizing appearance of food.

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
Attractive meals are more appealing to a patient. Physical disabilities that can cause difficulty in eating.	Discuss care and preparation of food for patients with varying physical disabilities. Invite a vocational food service teacher to discuss care and preparation of food to retain quality. Discuss physical disabilities that can hamper feeding patients with physical disabilities. Role play feeding of patient. Visit a department store and investigate bed trays and serving ware.	Invite administrators and faculty to serve on a taste panel of a variety of foods suitable to invalids. Tabulate and publish results in school newspaper. What general rules would you follow as to the place and position in feeding the patient. Plan a day's menus for a bed patient. Demonstrate preparation of a simple meal.	Resource Persons: Vocational Food Service Teacher Dietician

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OBJECTIVES: Recognizes special diets and need to modify regular diets.
Selects foods suitable for feeding the elderly.
Plans menus to meet the nutritional needs of various age groups.

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
Special Diets	Invite a dietitian to speak on special diets.	Using references list foods you could include in a:	Eporight, Teaching Nutrition
	Light diet	Light diet	Fleming, Home Nursing Handbook
	Bland diet	Bland diet	
Encouragement of food intake	Soft diet	Soft diet	Moss, Caring for the Aged
	Liquid diet	Liquid diet	
	Clear liquid diet	Clear liquid diet	
	High protein, high calorie diet		Riehl, Family Nursing and Child Care
	Low fat diet, low cholesterol diet	Make up a test to include such factors as: "Why special diets are necessary?"	
Food habits	Low sodium diet	How to encourage patient to increase food intake?"	Pamphlets:
	Low calorie, low carbohydrate diet		
	Diabetic diet		"And She Does It So Easily and So Well"
	Low residue diet	Recognize the special diet from the menus given.	
			"Many Happy Returns"
	Make a bulletin board on special diets for special needs.	Using menus given, match them with the special diets suggested.	
	Prepare and serve a given menu for a specific patient.		

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OBJECTIVES:

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
	Study the basic food groups.	Demonstrate the preparation of one type of special diet. Serve samples to the class.	
	Plan menus to meet the nutritional needs of various age groups.		
	List the factors in menu planning in addition to nutrition such as color, consistancy, temperature.		
	From references, learn the art of origami or other paper crafts.	Demonstrate the making of paper novelties to enhance the patient's tray.	
Food needs for the elderly.	Invite a dietician working in a home for the elderly to talk about factors to consider in planning and serving meals to the elderly.	Write a week's menu for an elderly person considering problems of digestion and elimination.	

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OBJECTIVES:			
CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
Causes for loss of apnetite.	Discuss the digestive disorders common to the elderly and suggest dietary treatments. Discuss how use of dentures influence the choice of food. Discuss interaction with an aged person before, during, and after meals. Invite a speaker from "Meals on Wheels." Grocery shop for an elderly friend for one week. Keep a record of the money and time involved. List problems and possible solutions. Write a brief essay on the satisfactions.	Prepare foods for tasting, utilizing sensory and asthetic approach as well as nutrition to stimulate appetite Give a brief talk on food acceptance or rejection based on the habits of a life time recognizing influence of culture and geographic location. Write a paper on "Food costs and the elderly — The effect of a "fixed" income on food selection and purchase."	Pamphlets: "Meal Time Manual for the Handicapped" "Workbook on Nutrition" Resource Person: Dietician Representative from "Meals on Wheels"

Emphasis 5. HOUSEKEEPING DUTIES

OBJECTIVES: Assists the confined to maintain safe and healthy environment.
Plans the simplification of household tasks.

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
Safety Precautions	Discuss the importance of a healthful environment.		Hartley, Your New Home
	Discuss methods and changes in a home that would contribute to the well being of the aged such as handrails on steps or at bathtub and elimination of slippery areas.	List areas and practices in the home that need special attention for safety with aged due to failing senses. These might include: stairs, kitchens and bathrooms.	Walker, House Keeping Tools Pamphlets: "Home Fires" "Instruction Books Large Household Appliances"
Housekeeping Duties	Invite a member of the fire department to speak on hazards; prevention and emergency procedures in homes and in institutions for elderly.		"Simplified Housekeeping Directions for Homemakers"
Work Simplification	Describe the different systems used in heating homes. List ways to recognize faulty operation.		Resource Persons: Home Service Representative from Utility Co. Representative of Fire Department

OBJECTIVES:			
CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
	Invite the industrial arts teacher to demonstrate changing of fuses and explain electrical switch systems. Disucss water turn-offs in emergency situations. List ways to control factors which contribute to the comfort of the elderly such as light, humidity and ventilation. Describe a comfortable room for an elderly person. Develop a time schedule for housekeeping duties including: Vacuuming Dusting Cleaning of kitchen and bathroom	In a given room, change the arrangement of furniture for ease of living and suggest accessories that could be added. Demonstrate several housekeeping duties required of an aide.	Resource Persons: Industrial Arts Teacher

OBJECTIVES: Makes an unoccupied bed according to the established standards.
Makes an occupied bed to meet the established standards.
Describes care for linen.

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
Principle of bed making:	Invite a nurse to demonstrate making:	Demonstration of bed making, verbal criticisms by classmates.	Films: Rocom
Unoccupied Occupied	an occupied bed an unoccupied bed		Trainex
Use and care of linen	Visit the laundry and linen storage rooms of a hospital.		Resource Persons: Nurse
	Talk with the linen supervisor on procedures.		Linen Supervisor
	Round table discussion on limitations on bathroom and bedroom supplies imposed by economic level of patient as opposed to patients of higher economic level.	Using catalogs and magazines, write report on supplies or equipment that the aide might suggest for the patient with: 1) high economic ststus 2) low economic status	
	From a given list of duties suggest which duties would need to be done daily, weekly or every two or three days.	Make a schedule of duties noting the amount of time required for each and when performed.	

OBJECTIVES:			
CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
	Small group study, examine and report on the cost, use and efficiency of different cleaning supplies used in home. Invite a resource person from a utility company to demonstrate use and care of equipment that might be found in homes of employment. Using work simplification practices perform given household tasks: Cleaning Disposal of garbage Bed making Dishwashing by hand or by machine.	Report on the evaluation of and storage for cleaning supplies. From given tags and instruction booklets, each student identifies appliance or piece of equipment and demonstrates care and use to class. Construct questions for an objective test (true-false, multiple choice, etc.) on housekeeping duties and work simplification.	

Emphasis 6. RECORD KEEPING

OBJECTIVES: Recognizes ways to assist the elderly in managing personal records.
Identifies importance of keeping accurate records of patient's condition.

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
Assistance in record keeping	Brainstorm for names and telephone numbers that should be part of a permenent record	Compile a booklet of addresses, and telephone numbers that could serve as a reference. Might include: Better Business Bureau, friends or family members, doctors, banks, etc.	Fleming, Home Nursing Handbook
	List the business matters with which you can help the elderly such as:		Resource Persons:
	Social Security Checks Bank Balances Utility Bills Personal correspondence	Prepare a simple expenditure sheet for third party record management.	Legal Aid Society
	Invite a representative from the Legal Aid Society to talk on rights of the elderly.	List guidelines for helping elderly with monthy bills.	Business Office Teacher
	Balance a checking account using the return checks, and bank statement received.		
	Discuss procedures for making a telephone call to a bank to correct error or check difference.		

OBJECTIVES:			
CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
	Invite the business office education teacher to talk about forms and record keeping. Draw a form that would be complete under the direction of an employer or nurse.		
Records indicating patient condition.	Study the different forms of record keeping collected from home health agencies and hospital nursing stations. Make a chart including such items as: Physical appearance Emotional response Interactions with staff and family Eating habits Medications Nursing Care		
	Study some sample forms that have been filled and note the method of reporting observations of patients condition and changes.	Students fill in several sample sets of forms.	

TOPIC D CAREER IMPLICATIONS

Emphasis 1. Competencies Necessary for Working for the Sick and the Elderly.

Emphasis 2. Outlook Towards Employment as a Convalescent or Geriatric Aide.

Emphasis 3. Responsibility to Home Health Team.

Emphasis 4. Needs of Patient or Elderly and Effects on Family.

Emphasis 1. COMPETENCIES NECESSARY FOR WORKING FOR THE SICK AND THE ELDERLY

OBJECTIVES: Describes competencies required of a Home Health Aide and Geriatric Aide.
Identifies competencies in groups such as knowledge, skills, attitudes.
Recognizes job ethics of an aide.

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
Situations of Need in geriatrics	List situations requiring geriatric aide. Determined by time and degree of infirmity: Hourly Weekly	Write a paper on "How assignments, preparations for, and duties would differ in hourly or weekly employment".	Homemaker and Home Health Aide Training Manual
		Fanticize 3 situations and what the duties of an aide would be in homes of varing income levels and personalities of elderly invloved. Read to class and discuss.	Pamphlets:
	Invite a director of program for the elderly to speak on expectations of a geriatric aide:		"A.L.N. Code of Ethics for Nurses"
Competencies:	Training requirements		"National Federation of L.P.N. Code of Ethics"
Personal qualities Skills Knowledge	Job responsibilities	"In working with elderly or convalescent, one has to be friendly but not familiar". Explain this statement.	"A.N.A. Patient's Bill of Rights"
	List the personal qualities, skills, and knowledge required to care for the confined.		"White House Conference Bill of Rights for Senoir Citizens"
	Find out from a person working with elderly, what competencies are needed when working for elderly.		Resource Persons: Director of Programs for Elderly Employers.

OBJECTIVES:

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
	Develop an evaluation form to measure personal qualities, knowledge and skills. Brainstorm: What would happen if a person who did not have the understandings, knowledge and skills, attempted to work with a confined person.	Analyze self using forms developed. Determine areas where changes are needed and set goals for accomplishment.	
Techniques and skills required of job. Understandings of limitations	Devise a questionaire on skills and attitudes for Health Aides. Interview professionals and para-professionals in health careers using questionaire. List competencies of par-professionals in health careers.	Make a class presentation of interviews. Working with administration and guidance, organize a placement service in the school. Write a paper on convalescent Aides. Choose and defend Home care as opposed to institutional care.	

OBJECTIVES:			
CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
	Visit a Vocational Training School or Community College with a Health Occupations Program. Interview potential employers Discuss interviews and desirable competencies employers stressed. Construct a career ladder and skills required for Home Health Aide.		
Confidentiality Legal and ethical aspects of job.	Discuss the ethics and conduct of different steps of human services professions. Develop a code of ethics for aides.	Write a paper on priviledged information. Debate-"Confidential information must be shared with professional team members."	

OBJECTIVES:

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
	Discuss legal aspects of job. Role play a situation of confidential information.	Assess role playing of confidential situations. Oral report on one case history taken from readings.	

Emphasis 2. OUTLOOK TOWARDS EMPLOYMENT AS A CONVALESCENT OR GERIATRIC AIDE

OBJECTIVES: Defines Home Health Aide Services.
Traces the historical development of Health Services.
Describes the duties and set priorities.
Classify duties into functions and set priorities.

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
Definitions of Home Health Aide Services. Evaluation of Home Health Aide Services. Community Health Agencies Organizations Personnel.	Collect definition of Home Health Services from several resources? Discuss several definitions, select one. Discuss the historical development of Health Services. Invite two pioneers of Home Health Services to reminisce Home Health Services. View and evaluate film or use references to disucss: "Kinds of services the aide provides". "How aide is prepared for and guided in patient care".	Write a paper on an expanded definition of Home Health Aide Service. Compare the early definition of Home Health Services with the present definition and explain the change. Give a bood report on Ellen Swallow, The Woman Who Founded Ecology. Using simulation studies - enumerate the duties and responsibilities of a Home Health Aide.	Clarke, Ellen Swallow, The Woman Who Founded Ecology Fleming, Home Nursing Handbook. Gross, Management for Modern Families Riehl, Family Nursing and Child Care Pamphlets: "Community Nursing and Home Health Aide Services."

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OBJECTIVES:

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
Care of the patient with long term illness Setting Priorities	Compare some of the routine functions of a home convalescent aide with a convalescent aide in an institution. Tape an interview with an experienced male and a female aide about their job. Include such facts as: "How do their jobs differ?"; responsibility, pay, duties. Round table discussion on "If you were given more responsibilities or duties than you could handle how would you set priorities?" In a given situation: Make a time plan for an 8 hour day's work.	Write a letter to friend using one of the following statements as an introduction: "I'm like a nurses' aide in a hospital but I have much less responsibility." "I'm like a maid, except that I also give physical care to some sick people". "I'm a combination nurse aide and homemaker, and I work under the supervision of a nurse". Given a case study, analyze and make a list of duties in order of priority. Develop some step saving procedures for routine housekeeping duties.	Pamphlets: "Homemaker and Home Health Aide Training Manual." Films: Critical Decades Home Health Aide The Steps of Age Resource Persons: Pioneers in Home Health Service Male and Female Aides

OBJECTIVES:

CONTENT	LEARNING EXPERINECES	EVALUATION	RESOURCES
	Discuss the limitations of a convalescent aide's job Role play an aide and a patient to establish a positive relationship. "Shadow" an aide on job in a home situation and an institution setting.	List the kinds of assistance the aide preforms during the visit. List additional duties of a Home Health Aide over a hospital aide. Describe two different situations in which services of a Home Health Aide are needed. Lead a discussion on different kinds of services the aide provides in each of the described home situations.	

Emphasis 3. RESPONSIBILITY TO HOME HEALTH TEAM

OBJECTIVES: Explains the relationship of Home Health Aide to her nursing supervisor.
Realizes the supportive services of a Convalescent Aide to Home Health Team.

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
Organization of the nursing teams. Legal aspects of nursing. Philosophy of supervision. Role of a Convalescent Aide or Home Care Team	Review and discuss organization chart. Review and discuss nurse practice act. Discussion of supervision and self development role. Invite a registered nurse and Home Health Aide to come to class to talk on relationship of Home Health Aide to her nursing supervisor. Role play a situation of Home Health Aide and a nursing supervisor, discussing a problem.	Write a description of the role of an aide on the nursing team. List limitations of Home Health Aide services in patient case. Write a subjective evaluation of role playing in terms of the philosophy of the supervisor and the actions of the aide. List the members of the professional team working with the Home Health Aide and the patient. Write an essay on how the role of a Home Health Attendant can be described in the word "ASSISTANT". Assists patient, family members, nurse	Pamphlets: "Community Nursing and Home Health Aide Service." "Homemaker and Home Health Aide, Training Manual" Resource Persons: Registered Nurse Home Health Aide

OBJECTIVES:			
CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
	Dicuss the purposes and philosophy of Home Health Aide Services and the role of a Convalescent Aide as a member of the team. Make a chart of the duties of the members of the homecare team and how the home health aide works with them and assists them: Patient Family Therapists (as needed) Physician Professional Nurse others.	doctor, therapist, etc.	

Emphasis 4. NEEDS OF PATIENT OR ELDERLY AND EFFECTS ON FAMILY

OBJECTIVES: Appreciates needs of people as a basis for working with them.
Recognizes problems of family members of the ill or aging.
Describes effects long term illnesses might have on family members.
Explains the kinds of assistance Home Health Aides can give to patients and their families.

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
Physical, emotinal, intellectual, and social needs of people. Effects of illness in a normal pattern of family life. Need for Attention Need to be Needed Family reactions to illness.	Discuss permanent handicaps v/s temporary handicaps as factors in understanding. List situations of temporary restrictions to home such as: hepatitus or fractures. Read aloud the physical and psychological effects of helplessness. Describe temporary permanent handicaps and give examples; short term v/s long term illnesses and their effects. Invite a handicapped person to speak on "How I want to be treated".	Write and essay "Illness in a family disrupts normal family life". Using the essay written discuss how home health aide can be of assistance to the family members. Debate - patient may become dependent on an illness to meet a psychological need. Debate - A family member may desire to prolong the patient's illness to meet a psychological need. Write a story about an aide whose presence in the household caused a problem.	Fleming, Homenursing Handbook Short Story, Camus, "Metamorphosis" Pamphlet: Doyle, "The Dying Person and the Family" "Death and Dying" Film: Palmer Street Resource Persons: Handicapped Psychologist

OBJECTIVES:

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
	Assume a temporary handicap for 10 minutes and describe your feeling; the difficulties involved. Role play the disturbance of family relationships caused by illness. Fish bowl discussion on the ways a sudden change in the amount of money or persons in the home would effect these relationships. Read Metamorphosis by Albert Camus. Discuss Define: Old Age Geriatrics	Write a paper on "Family Changes with an Elderly Person"	Community Resource: Rehabilitation Center Visiting Nurse Association

OBJECTIVES:

CONTENT	LEARNING EXPERIENCES	EVALUATION	RESOURCES
Understanding of death.	Discuss personal philosophies on Death. Have psychologist or psychiatrist speak on psychological aspects on death. Effects of death on families.	Read and report on death. Investigate: Accidental death Suicide Organ failure Old Age	

A P P E N D I X

RESPONSIBILITIES OF CHILD CARE AIDE

1. Helps children learn routines of the center (or home).
2. Help children become more independent.
3. Assists children in developing good housekeeping habits.
4. Assumes responsibility in preparing and serving snacks and meals.
5. Helps children develop good food habits.
6. Helps children get ready for rest period.
7. Supervises rest period of children.
8. Guides and supervises play activities of children.
9. Assists teacher and guides and supervises children's creative art projects and science and nature experiments.
10. Reads stories to children.
11. Plans and prepares visual aids.
12. Assists children with daily routines (toileting, working, dressing, etc.)
13. Helps to maintain health and safety of the children.
14. Assists in giving first aid for minor accidents.
15. Works cooperatively, accepts and follows suggestions and takes criticism constructively.
16. Assists in record keeping and clerical work.
17. Assists in housekeeping responsibilities.
18. Observes rules and regulations set up by employer.
19. Develops good working relationship with children's parents.
20. Evaluates own progress in working with children.

Pre-test / Post-test Evaluation Form
(Prior to and at end of job training period)

Rate each section as a whole. - maximum score - 25 points. Student uses as self evaluation; Teacher uses to test trainees readiness for job training; Supervising teacher uses to evaluate students progress.

Scale: 1 Poor 2 Fair 3 Average 4 Good 5 Very Good

		SCORE	REMARKS
Personal Quality	Friendly warm, cheerful Sense of humor Prompt Good Health, Stamina Imaginative Dependable Calm, emotional stability Confident in own abilities Honest		
Acceptable Appearance	Good Grooming Cleanliness Neatness in dress		
Interpersonal Relationships	Courteous Polite Soft spoken Thoughtful and understanding Patient Empathy		

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Pre-test / Post-test Evaluation Form (cont.)

		SCORE	REMARKS
Acceptable Attitudes	Can take criticism without feelings being hurt. Interest in training Willingness to accept suggestions Follows directions Completes job started Works cooperatively Positive outlook Sense of duty and responsibility		
Understands Role	Resourceful Organized systematic Thoughtful and understanding of behavior Ability to meet emergencies Adaptable in different situations Asks questions about things not clear		

(Evaluation form for supervising teacher to fill out with student at beginning, in the middle of the training period and a week prior to the end of training period).

This is a subjective form to used along with rating scale to cooperatively suggest ways and activities to improve competencies.

Personal qualities:

Interpersonal relationships:

Attitude:

Application of knowledge of classroom to actual situation:

A) Guidance B) Supervision C) Housekeeping D) Clerical

SUGGESTED ON THE JOB TRAINING IN CHILD CARE

1. Skills in interpersonel relationships

a. Seeking Employment

Write a resume, secure reference letters, apply for a job (write a covering letter), prepare for the interview, appear for an interview, fill application forms (if any), take tests (if required by employer).

Interview

Dresses appropriately
Is punctual
Pleasing mannerism
Answers questions clearly and accurately.

Evaluate the whole situation with supervising teacher to gain insight into behavior at the interview.

If are unable to come to work, what should you do? Discuss policies and expectations.

Write a letter of excuse for being away from work.

Find our responsibilities on the job. Observe teacher for a full day.

b. Employer - Employee

1) Sharing responsibilities
2) Being cooperative, helpful
3) Sharing experiences

2. Reading Stories

Observe teacher
Select stories that interest children
Prepare teaching aids for story
Demonstrate reading skills
Involve children and their experiences
Observe different children's behavior at story time.

3. Music

Observe teacher
Teach songs to children
Teach finger play songs to children
Make musical instruments for children
Play musical games with children
Teach children exercises with music
Teach rhythm with music (clapping, rhythm instruments, etc.)
Music and other activities (drawing lines)

4. Art

Plan and make a bulletin board
Direct children in use of finger paints
Direct children in use of easel painting
Direct children in use of crayons (coloring, rubbings)
Direct children in use of table painting (Q-tips, brushes)
Direct children in use of clay
Direct children with paper, paste and scissor activities (snowflakes, colors, shapes, etc.)

Develop a file of home-made art media:
a. paste
b. playdoh
c. finger paints
d. mixing paints for obtaining textures

Direct children with art projects. Eg: cartoon flowers, foam ball & spool-animals and people, cotton-wool rabbits, chicks, paper cup and pencil table lamps.

Clean up and store materials

5. Science

Assist teacher to help children gain concepts of:
numbers
size
shape
textures
days of week
months
seasons
care of plants
parts of plants
plants we eat
color of fruits & vegetables
care of fish and / or animals
(collect pictures, share with children)

Assist teacher with water play experiment to help children gain concepts of:
light and heavy
sink and float
melt, etc.

6. Free Play

Observe teacher
Guide and supervise play periods
Encourage creative play
Encourage children to solve their own problems
Participate in dramatic play

7. Discipline

Develop an ability to handle disciplinary problems. Show an understanding of cause of problem. Be alert to situations where problems might arise.
Practice positive approaches
Give directions to substitute activities.
Show love and fairness equally to all children.
Practice consistency

Direct children with routine activities
Picking up toys, placing in right place, removing and hanging up wraps, cleaning up after art.

8. Food

Prepare menus
Make out grocery order
Shop for groceries
Store foods
Prepare foods
Serve food
Supervise children at meals
Guide in: table manners
eating habits
Plan use of left overs
Plan snacks or foods that children can help to prepare

9. Rest Time

Supervise children during rest time
Make beds
Fold and store cots
Help children to relax

10. Housekeeping

Do laundry
Iron clothes (that need ironing)
Dust furniture
Clean bathroom
Do dishes
Clean stove and oven & kitchen counters and sink
Clean floors

11. Clerical

Observe records kept and assist in keeping records
a. attendance
b. menus
c. birthdays
d. other

12. Safety and Emergency Procedures

Become aware of emergency procedures
Assist in treating minor accidents
Demonstrate ability to protect child from accident and injury

13. Study normal growth patterns

Take children's height and weight
Weigh and measure infants
Observe one child for total duration of experiences to study growth and development.
Observe children of same age and note individual differences in behavior.
Observe characteristics of children in the same age group.
Observe children's pattern of play

14. Children with special needs

Observe children with special needs
Assist physically handicapped children

15. Care of infants

Holding
Preparing formula
Feeding
Supervise play
Wash and clean up
Change diapers

KEEPING A LONGTITUDINAL RECORD OF A CHILD

Name of child_____

Sex: male _____ female _____

Birthdate _____ Age: years_____ months_____

Height:_____ ft._____ inches

Weight: _____ lbs.

1. At least ten weeks observations in a diary form.

2. Summary of development as observed.

SUGGESTED OBSERVATION OF A NURSERY SCHOOL CHILD

Follow a nursery school child for a day observing all the things said and done.

Name of child observed_____
Age___ Height_____ Weight _____

As arrives:
Remarks to teacher:

Remarks to person bringing child to school:

Remarks to classmates:

Independence in:
Getting started-
in toileting-
in eating-
in dressing-
in play-

Types of play activities selected:

Interaction with classmates:

Relationship with teacher-
Attitude toward food-
Types of guidance or help from teacher or teachers-

Participation in group activities:

Length of sentences - duration of conversations:

Attention span:

Observations at regular intervals of 10 minutes during the whole day:

Time of the day-

Observation-

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OBSERVATION SHEET - TYPES OF PLAY

Observe types of play of three different age groups: 2 year olds, 3 year olds, 4 or 5 year olds. Observe three different children in each age group.

	NAME OF CHILD	TYPE OF PLAY
Age 2 years	1.	
	2.	
	3.	
Age 3 years	1.	
	2.	
	3.	
Age 4 years (or 5 years)	1.	
	2.	
	3.	

Note: 1. The individual differences within the age group.
2. The social behavior of each child as to age group.
3. Possibly observe without hearing, if observation room is available.
4. Observe different children in same type of activities (art, music, carpentry, etc.)

OBSERVATION SHEET

Children with Special Needs

Name of child

Age of child

Type of handicap

Any special program for child

People with special training and background working with child (therapist, psychologist, social worker, teacher, etc.)

Any special room, equipment, apparatus, toys, used with child?

Role of a child care attendant in assisting the child:

OBSERVATION SHEET

To observe individual differences of children. Record the following information for 3 children in same age group.

	CHILD 1	CHILD 2	CHILD 3
AGE:			
SEX:			
HEIGHT:			
WEIGHT:			
TYPE OF PLAY:			
REMARKS:			

Starting a Laboratory Nursery School
(Reference: Child Day Care Center Guidelines
Connecticut State Department of Health November 1970)

1. Developing a philosophy of Early Childhood Education Purpose of the school.
2. Describing the programand policies.
3. Criteria for selecting children (number, variety of background) Procedure-Interview, screening, interview parents and children, etc.
4. Developing application blanks
5. Selecting staff for nursery School and teacher aides
6. Making a room and floor plan and getting the room approved by the fire marshall.
7. Making a priority list of equipment and furniture according to budget and needs. List of things that would be desirable.
8. Making a detailed list of play equipment, with item names, descriptions, number of items, approximate cost, purpose or justification of each item.
9. Work plan for month. Daily work plan. (freeplay activities, guided learning activities and creative expression opportunities-snack and lunch).
10. Developing a filing system for recording children's health, progress records, emergency numbers, etc.
11. Working out a budget for the year.
12. Identifying emergency procedures.
13. Preparing first aid kit.

CHECK YOUR INTEREST IN WORKING WITH CHILDREN

Yes	No		
		1.	Do you like to work or play with small children?
		2.	Do you like to read or tell stories to small children?
		3.	Do you ordinarily feel concerned when you see a child crying?
		4.	Do you ordinarily feel concerned when you see a child needs help with an activity?
		5.	Do you answer a child's questions even if you have answered it before?
		6.	Do you talk to a child so he/she understands you?
		7.	Do you think of ways to keep a child's interest?
		8.	Do you set standards for a child's work or project?
		9.	Do you get upset when a child screams?
		10.	Do you get upset when a child runs and drops something on the table?

Yes	No		
		11.	Do you get upset when a child that is toilet trained has an accident?
		12.	Do you get upset when a child spills his food?
		13.	Do you raise your voice when a child hits another child?
		14.	Can you find something good in every child?
		15.	Can you spend an enjoyable day with a child?
		16.	Can you work with boys as well as girls?
		17.	Can you see things from a child's point of view?
		18.	Can you assist a child without taking over the situation?
		19.	Do you think some children are bad, and some are little angels?
		20.	Do you feel children are so much fun, they should not grow up?

SHADOW TO A NURSERY SCHOOL TEACHER

Follow a nursery school teacher, keeping a watch on all the things she says and does.

Duties before the children arrive:

As the children arrive:
Remarks to children:

Remarks to parents:

Types of guidance (Write down actual verbal sentences used)

Individual child:

Group situation:

Types of Supervision:
Individual child:

Group situation:

Discipline techniques used:

Interaction with child care assistant or aide:

Duties after the children leave:

Observations at regular intervals of 15 minutes during the whole day:

Activities with children:

Type	Preplaning	Post Planning
1.		
2.		
3.		

METHODS OF IMPROVING EATING HABITS

1. Serve meals at regular times.
2. Do not hurry mealtimes.
3. Make mealtime a happy event.
4. Give child variety in diet.
5. Make sure child gets plenty of exercise and rest.
6. Do not force child to eat.
7. Make meals nutritious, but not too rich in sugar and fats.
8. Prepare foods in an attractive manner.
9. Display good attitudes and carry on pleasant conversations at the dinner table.

BILL OF RIGHTS FOR INFANTS

Every infant needs and should have the right to:

1. Proper nutrition
2. Clean body and clean clothing
3. Proper temperature and ventilation
4. Proper amount of sleep
5. Adequate medical care
6. Loving care
7. See a variety objects and people
8. Hear a variety of speech and sound
9. Consistent adult response and guidance
10. Play
11. Encouragement in communication

By:
Dr. Joseph Mc. V. Hunt

CHILDREN LEARN WHAT THEY LIVE

If a child lives with criticism, he learns to condemn.

If a child lives with hostility, he learns to fight.

If a child lives with ridicule, he learns to be shy.

If a child lives with shame, he learns to feel guilty.

If a child lives with tolerance, he learns to be patient.

If a child lives with encouragement, he learns confidence.

If a child lives with praise, he learns to appreciate.

If a child lives with fairness, he learns justice.

If a child lives with security, he learns to have faith.

If a child lives with approval, he learns to like himself.

If a child lives with acceptance and friendship, he learns to find love in the world.

By:
Dorothy Law Nolte

DESIRED QUALITIES OF CONVALESCENT AND GERIATRIC AIDES

Personal Qualities

Neat appearance
Honest
Punctual
Sense of Humor

Health

Good health
Stamina

Personal Relationships

Courteous
Kind
Friendly
Cooperative
Emphathetic
Understanding
Can take criticism without feeling hurt
Sympathetic attitude in caring for sick or elderly.

Maturity

Emotional stability
Mental alertness
Mature judgement
Dependable
Sense of duty and responsibility

Learning Ability

Confident in own abilities
Follows out non-technical and/or written directions
Organized and systematic
Thorough, accurate
Asks questions and tries to find out when in doubt
Interest in training
Positive attitude toward people and work

Flexibility

Patient and tolerant with people who are different
Adaptable in different situations
Resourceful

Communication

Good listener
Tactful
Pleasant tone of voice
Ability to relate to people with special needs

Discretion

Ability to meet emergencies
Put the needs of patient first
Is able to set priorities in duties

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209 Farmington Avenue
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90 Washington Street
Hartford, CT

Connecticut Department on Aging
90 Washington Street
Hartford, CT
Attention: Executive Secretary

Connecticut Medical Association
County Office (see Telephone directory)
Attention: Committee on Aging

Connecticut Association of Homemakers- Home Health Aide Services
Valley Homemaker Service
8 Old Mill Lane
Simsbury, CT 06070

Connecticut State Department of Health
79 Elm Street
Hartford, CT
Direct requests to: Homemakers Service
Hospital Section
Nursing Section
Nutrition Section

Connecticut State Welfare Department
110 Bartholomew Avenue
Hartford, CT
Attention: Public Assistance Services
Home Managment Consultant
Aging Consultant

Consumer Protection
Room 105, State Office Building
165 Capitol Avenue
Hartford, CT
Attention: Commissioner

Sources cont.

Cooperative Extension Service College of Agriculture
University of Connecticut
Storrs, CT
Direct requests to subject matter areas:
Clothing Specialists
Community Organization Specialist
Family Life Specialist
Home Managment Specialist
Nutrition Specialist

Institute of Living
400 Washington Street
Hartford, CT
Attention: Director

International Senior Citizens Association
1627 K. Street, Northwest
Washington, D.C. 2006

National Council on the Aging, Publications Office
104 East 25th Street
New York, N.Y. 10010

National Council of Senior Citizens, Inc.
1627 K. Street Northwest
Washington, D.C. 20006
Attention: Director of information

United States Department of Health, Education and Welfare
Region I
120 Boylston Street
Boston, Massachusetts
Attention: Regional Representative on Aging

University of Connecticut
Storrs, CT
Subject areas: Department of Rural Sociology
School of Home Economics
School of Social Work,
Hartford Branch
1380 Asylum Avenue
Hartford, CT

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